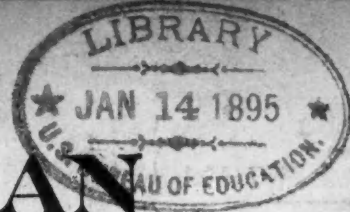


Vol. X.



No. 1.

THE AMERICAN

School Board Journal



HON. S. M. INGLIS,
State Superintendent of Public Instruction,
for Illinois.
Term beginning January 1, 1895.

January, 1895.

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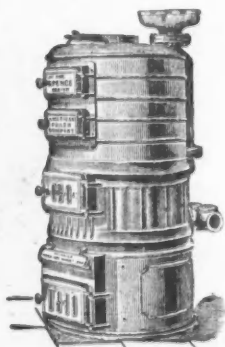
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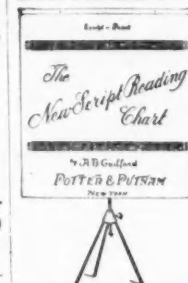
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TEACHERS often become anxious if August finds them unengaged. Experience has taught us that more positions are filled the last two weeks of August than in any other fortnight of the year. In fact we are so sure to have calls, sudden and imperative, that we have learned to keep back some of the teachers we are sure of in order to fill these places. **SUPPLIED** frequently supplied remarkably good teachers in years past we have just as school was opening, and we shall doubtless do so this year. Not all positions are filled early, by any means. One May we were asked to supply a Teacher of Music at Saratoga Springs, \$1000. The right man didn't register till July 27—David M. Kel-sey, late of Concord. **AT THE LAST** place was still vacant, and then telegraphed him to come on, and he was elected, within one week from the time he registered. We think we know a good fit when we see it, and it is a matter of pride with us, not so much to fill the place as to fill it with just the right man. If we can't find the right teachers we do not recommend any. Ordinary vacancies of course we can fill fairly well as they come to us, but every year more and more difficult combinations of qualifications are called for, so that we are obliged to reply: "If **TRY US.** you really must have all those things we cannot at present supply you." But we keep on the watch, and once in a while just that teacher happens to register.

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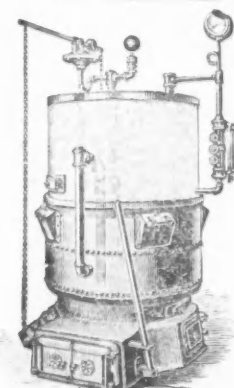
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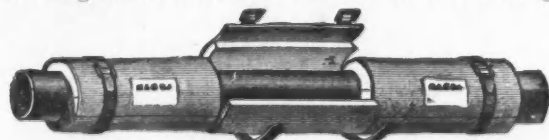
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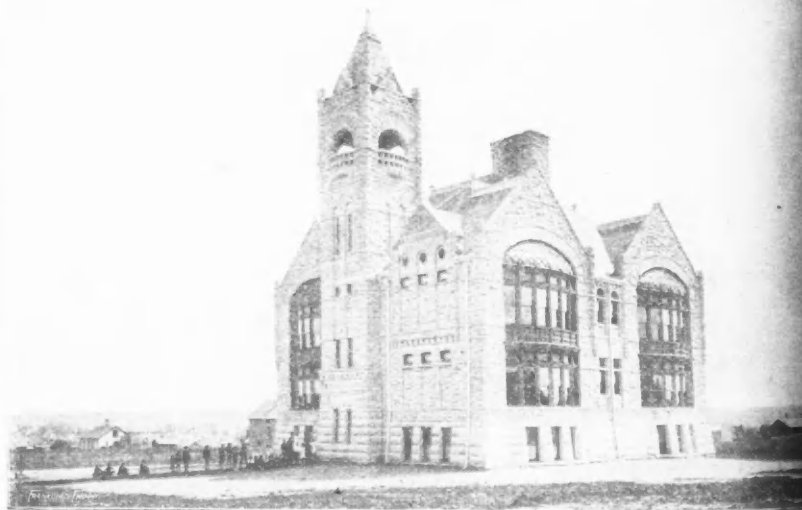
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SCHOOL BOARD JOURNAL

NEW YORK, CHICAGO, MILWAUKEE, JANUARY, 1895

Vol. X. No. 1.



THE DAWN OF SCHOOL BOARD CONVENTIONS.

Ferdinand (Schoolmaster): This is a most majestic vision, and harmoniously charming. May I be bold to think these spirits?

Prospero (School Board Journal): Spirits which by mine art, I have from their confines called to enact my present fancies. They now live.

Ferdinand (Schoolmaster): Then let us live here ever.

—The Tempest, Act IV, Scene 1.

STATE conventions or gatherings of school boards are a fixed fact. They have now been inaugurated in several states and have come to remain. The states of Illinois, Iowa and Wisconsin have given ample proof that these gatherings of school board members from all parts of a state, are not only interesting in a high degree, but are profitable in advancing the best ideas in practical school affairs.

The convention of the School Boards of Wisconsin met at Madison, the capitol of the State, Dec. 27, where Chairman William George Bruce, of Milwaukee, called the delegates to order.

Among those present were the following: F. W. Dequine, Fond du Lac; E. W. Walker, Whitewater; A. C. Dodge, Monroe; Thos. C. Hayden, Sun Prairie; David Austin, George Scharff, La Crosse; George Fairfield, Prairie du Chien; W. A. Jones, William Berry, S. C. Thomas, N. Treweck, James

Brewer, Supt. Jolly, Mineral Point; H. M. Lewis, Madison; E. N. Bowers, Bloomer; Emil Maurer, Arcadia; Joseph Weigl, Glidden; J. M. True, Baraboo; D. O. Mahoney, Viroqua; Robert Ingles, Bayfield; Samuel Murrish, Mazomanie; G. G. Sedgwick, Oscar A. Alter, Edward R. Smith, Manitowoc; F. M. Givens, Fond du Lac; G. Gillett, Kenosha; E. H. Sprague, Elkhorn; C. B. Salmon, Beloit; Ida Bushnell, Wyocena; E. V. Wernick, Hillsborough; J. L. Heffernan, Reedsburg; W. W. Strickland, West Superior; W. H. Mihills, Fond du Lac; James Madison Pereles, A. J. Lindemann, William F. Kaiser, George W. Ogden, Chas. H. Trent, Robt. C. Spencer, Charles Pittelkow, Supt. Peckham, Walter Allen, S. A. Hooper, C. A. Kriesel, M. D. Kelly, J. J. Maple, Milwaukee.

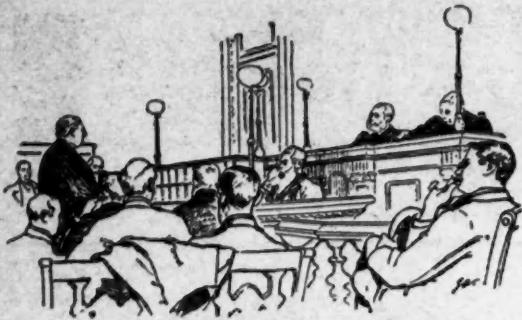
At the opening Chairman Bruce delivered the opening address which was in substance as follows:

BRUCE'S ADDRESS.

Through the courtesy of the State Teachers' Association I have the honor to call this meeting to order, preside over your deliberations, and bid the members of Wisconsin school boards, ex-members and friends of education, a cordial welcome. The Association has long recognized the true import of a movement to bring members of school boards together to discuss the important questions coming within their functions as public officials, and in the common interest of true education.

No decided step in that direction was ever taken by school boards in this state. The movement, then, which finds its beginning here, must be considered somewhat novel but not without serious import. The fact that nearly all progress, even in practical school affairs has had its origin with the

(Continued on Page 5.)



LAW FOR SCHOOL BOARDS.

The new school law in New York State requires trustees to insure school buildings and furniture, even if they have not been authorized to do so by a district meeting. They are also required to provide for building fires and cleaning school rooms and for janitor work generally, and must procure a bound blank book in which to keep all accounts.

The Pottsville, Pa., school board has decided that County Superintendent Weiss should not charge a fee of \$1 in enrolling teachers attending the County Institute. Prof. Simonds, a Pottsville teacher, was not enrolled because he refused to pay the fee, and he made a test case of it by appealing to the school board. The board felt that it could not legally withhold the money from him and paid him his dollar.

The Ohio woman suffrage law enacted last winter, granting women the right to vote for school board officials, is to be tested as to its constitutionality. It is desired to have the question judicially settled before next spring's election.

At the meeting of the Rome, N. Y., board of education it was decided to enforce the law, which goes into effect Jan. 1, in reference to compelling school attendance of children under sixteen years old, and over six years. A truant officer will be appointed.

The state of Nebraska affords an illustration. Some time ago the Nebraska legislature provided that the revenue for maintaining public schools shall come directly from the saloon license and from the fines imposed on various dives and low resorts. For a time the Omaha saloon keepers did a good business, and so her public schools had money to provide for their operation on the highest plane. Then the saloon business fell off and the number of saloons decreased. It is as a result of this failure in the market for beer and whisky that the Omaha school board confronts a deficit and is unable to see a way out of it.

The purchase of a school site by the Detroit board is held illegal. Among clauses in the school board rules are the following: "A motion which fails cannot be renewed at the same meeting." It seems the board acted upon a reconsideration.

The supreme court of Connecticut, decided last month that the Hartford school board has a right to make vaccination compulsory.

There is a novel state of affairs in Webster Co., Neb., which may get into the courts. A school director, duly elected, has hired himself to teach the district school this year. From his standpoint school affairs are in a perfectly satisfactory condition. As director he is satisfied with the teacher, and as teacher he thinks he can suit himself as director. All is not so serene among the patrons of the school who have asked the county superintendent to remove the pedagogical Poo Bah. The superintendent is in a quandary, as he doubts his power to remove a teacher legally hired by the lawful director.

In a recent list of opinions State Superintendent Gaines, of Kansas, makes the following rulings in regard to provisions of the school laws:

No person has a right to hold a district office unless he resides in the district.

A county superintendent can lawfully grant a third grade certificate to a person under sixteen.

The granting of temporary certificates is a matter entirely in the discretion of the county superintendent.

The district board has no legal right to contract with one of its members to furnish fuel or to do anything else for the school district.

A member of the school district board can not receive compensation for his services, either by vote of the annual meeting or otherwise.

If a county contains 1,000 or more inhabitants, the county superintendent cannot receive any pay for his services connected with the Institute.

A school district board has no right to employ a teacher not holding a certificate, and has no authority to pay the public money to such teacher.

If a county superintendent receives less than \$600 per annum, he has the right to teach school a part of the time, provided it does not interfere with his other duties.

A county superintendent can be granted a certificate in the county in which he is superintendent. It should be granted by the other two members of the examining board.

In order to teach in a joint district it is necessary for the teacher to hold a certificate issued by the county in which the greater amount of the district territory is located.

When a county has adopted uniformity of text-books, all its schools which come under the operation of the law must use the books adopted by the text-book board.

A teacher has the legal right to suspend a pupil for one day from school without the action of the district board. The board should be immediately notified of the action, however.

The residence of a person under twenty-one years of age is the same as that of his parents. The fact that a pupil rented a room in town and moved in for the temporary advantage of attending school does not constitute him a resident of the district to the extent of relieving him of paying tuition.

A school district board has the right to use the funds voted for general school purposes for any legal purposes. It is not absolutely necessary that money voted for teachers' pay should be used for that purpose, but it can be used for the purchase of appendages, or otherwise, in maintaining the school.

NEW SCHOOL LEGISLATION.

A committee was appointed by the school teachers of Indiana to formulate a series of recommendations to be presented to the next General Assembly on any matters connected with the school that they might consider worthy of attention by that body. The library law, school taxation, county and State superintendencies and other matters are to have attention.

Educational legislation of Minnesota this winter will be in the direction of restrictions upon loaning state school money to school districts and counties. Another change will be a change from the country district to a township system. Among the arguments in favor of the township system are that it will reduce the number of school officers in the state from 18,000 to 3,000.

The bill to pension veteran teachers in the public schools, which will be presented at the coming New York legislature, is already meeting with strenuous opposition throughout the state. It is urged that teachers are not compelled to teach, and because they have found it profitable to adopt teaching as a profession, is not a valid reason why the taxpayers should remunerate those who have drawn salaries for teaching during a series of years. It is contended that the farmer, the tradesman, the professional man and others who have been long in service for their own emolument are entitled to as much consideration from the people who pay taxes as those who have been instructing the youth of the state.

It will be urged upon the Washington legislature that a law should be enacted specifically empowering school district boards to employ and contract with teachers for two annual school terms, such contracts being subject to cancellation by a vote of the electors at an annual election sub-

sequent to the date thereof. Also, that a law should be enacted empowering school directors to expend a specified amount of the school funds annually in the purchase of free text books, and the state might wisely try the experiment of furnishing free, to any district thus establishing a library, a sufficient supply of text books in one or more branches. Some provision should be made for reference and general libraries in the different school districts. A law should be enacted to take the place of the present school tax law, which would provide for a specified minimum per capita of school fund. The county commissioner of each county should be required to levy a specified maximum rate of tax for school purposes, unless a lower rate would raise the required minimum amount per child, and in case that amount could not be produced by the maximum levy, then the amount so lacking should be made up to the county from a fund produced by a state levy on all property subject to taxation, not excepting that of cities of over ten thousand inhabitants.

NEW RULES AND REGULATIONS.

The by-laws proposed by the committee on compulsory education of the Saratoga Springs board were adopted. Among the principal points were the qualifications for the general attendance officer, who shall not be less than thirty-five nor more than fifty-five years of age; in good bodily health to perform efficiently the duties required of such an officer, and possessed of good sight and hearing. He must also be able to pass an examination in writing a letter, writing a report, and reading handwriting.

Under the new rules adopted by the Louisville, Ky., school board, the board will meet every Monday night at 7:45 o'clock. Hereafter the secretary, superintendent and assistant superintendent will be elected at a regular meeting in June, instead of July, and the terms were made two years, instead of three, and were to date from the 1st day of September following their election. All calls for meetings of standing or special committees shall be issued by the secretary, upon notification by the chairman or any two of the members of the committee. The tuition fee for out-of-town pupils, at the colored High school, was raised from \$40 to \$45 a year. The school buildings hereafter will not be used for any other purpose than for meetings connected with educational purposes.

In place of the present rule, the following rule was adopted by the Kalamazoo, Mich., school board: "Whenever in his opinion it is necessary, the president may, and at the request, in writing, of two members shall call a special meeting of the board and in case of the absence of the president a special meeting may be called by any two members of the board."

Superintendent Turner, of Rutland, Vt., suggested to the board having a school physician to advise parents regarding sickly children, and especially ones that have been exposed to contagious diseases.



At the High School.

Professor:—"And here we have China. Can any student tell me what that great country is noted for?"

Student:—(timidly) "For the 'great licking it can stand.'"

AMONG BOARDS OF EDUCATION.

A proposition to abolish corporal punishment was rejected by the Springfield, O., board.

The board of education of Jacksonville, Ill., have been making a series of jaunts to a number of the larger cities in the state to investigate the different school systems in operation with a view to applying to their own schools the knowledge thus acquired. Attend school board conventions, gentlemen, you will learn more there than in expensive junketing trips.

In a school board row at Derby, Conn., one member speaks of another in the following way: "Then he prates about New England institutions, New England culture, New England refinement, and the associations that cluster around Plymouth Rock, while his hands are yet fresh from the touch of insulted womanhood, of a girl young enough to be his granddaughter, ruthlessly stricken by him. Plymouth Rock! New England blood! Bah! Castle Garden and red Celtic blood is good enough!"

A rule to abolish smoking at meetings was laughed down by the Louisville school board.

Considerable comment has been created by the action of the school board at Reading, Pa., recommending that all the janitors of school buildings be given police powers. As a large proportion of those who perform this duty are women, this will be one of the first instances on record of women becoming policemen. It is proposed to have them appointed by the mayor under an act of assembly relating to special and private policemen, so as to better enable them to preserve order around the buildings and protect the school property.

The Rochester, N. Y., board will establish a school for truants.

Girard, Kan., has three ladies on its board of education and one of them, Mrs. Alice Halderman, is president.

The school trustees of Terre Haute, Ind., have made an answer to the complaint, regarding not allowing reporters in their star chamber sessions. The trustees claim that they never refused admission to reporters except when executive sessions were

held, and then it was important that their deliberations should not be made public.

The Marshalltown, Ia., school board has issued a handsome dedication souvenir, containing the engravings of the board members and high school which recently appeared in the SCHOOL BOARD JOURNAL.

The Sioux City, Iowa, board denied students dancing in high school.

Aurora, Ill. The board decided to allow the use of the school hall for distinctly educational purposes only, a charge of \$2 a night to be made to cover the cost of gas and janitor.

The colored clergymen of New York City called upon Mayor Gilroy and asked him to appoint a colored man as School Commissioner in place of one of the seven whose terms expire this year.

BOARDS AGAINST CIGARETTES.

The board of education at Mt. Vernon, Ill., has decided that cigarette-smoking boys may not attend public school. They must give up smoking or be expelled.

The school board of Brooklyn has formally requested the police of that city to enforce the law which forbids the sale of cigarettes to boys.

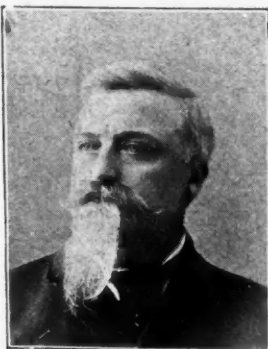
After discussion of the matter, Mr. Bates, of the Meadville, Pa., board, moved that the secretary inform dealers in cigarettes that they must neither sell nor furnish them to school boys under sixteen years of age.

The school board of Titusville, N. J., has caused printed notices to be sent to the cigar and tobacco dealers of that city, notifying them that the state law as to cigarettes will be enforced.

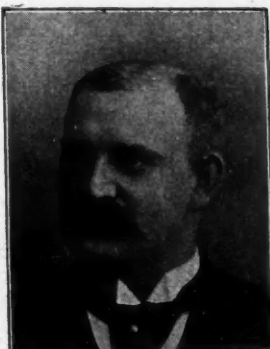
RATE OF SCHOOL TAXATION.

The present rate of school taxation for the various cities and towns per \$100 is as follows: Birmingham, Ala., 48 cents; Hot Springs, Ark., \$1.90; Colorado Springs, Colo., 61 cents; Bridgeport, 89 cents; Waterbury, Conn., 72 cents; Wilmington, Del., 40 cents; Key West, Fla., 37 cents; Pensacola, 44 cents; Augusta, Ga., 24 cents; Columbus, Ga., 36 cents; Bloomington, Ill., \$1.26; Chicago, Ill., \$1.24; Freeport, Ill., \$1.59; Galesburg, Ill., \$1.30; Joliet, Ill., \$2.06; Peoria, Ill., \$1.42; Rock Island, Ill., \$1.32; Springfield, Ill., \$1.45; Burlington, Iowa, \$1.26; Clinton, Ia., \$1.69; Davenport, Ia., 1.39; Marshalltown, Iowa, \$2.80; Cambridge, Mass., 52 cents; Chelsea, Mass., 40 cents; Fitchburg, Mass., 57 cents; Gloucester, Mass., 49 cents; Summerville, Mass., 65 cents; Battle Creek, Mich., \$1.00; Bay City, Mich., 55 cents; Grand Rapids, Mich., 78 cents; Kalamazoo, Mich., 77 cents; West Bay City, Mich., 88 cents; St. Paul, Minn., 34 cents; Stillwater, Minn., 67 cents; Winona, Minn., 60 cents; Natchez, Miss., 32 cents; Vicksburg, Miss., 36 cents; Hannibal, Mo., 80 cents; Moberly, Mo., 94 cents; St. Louis, Mo., 38 cents; Sedalia, Mo., \$1.21; Lincoln, Neb., \$1.93; Omaha, Neb., 45 cents; Dover, N. H., 52 cents; Manchester, N. H., 37 cents;

Atlantic City, N. J., 45 cents; Camden, N. J., 81 cents; Hoboken, N. J., 70 cents; Passaic City, N. J., \$1.18; Springfield, N. J., 50 cents; Albany, N. Y., 26 cents; Auburn, N. Y., 58 cents; Binghamton, N. Y., 47 cents; Brooklyn, N. Y., 42 cents; Almira, N. Y., 34 cents; Long Island, N. Y., 57 cents; New York City, N. Y., 25 cents; Saratoga, N. Y., \$1.15; Akron, O., 94 cents; Chillicothe, O., 69 cents; Cincinnati, O., 28 cents; Columbus, O., 60 cents; Hamilton, O., 57 cents; Newark, O., 72 cents; Springfield, O., 56 cents; Youngstown, O., 94 cents; Portland, Ore., 39 cents; Allentown, Pa., 58 cents; Altoona, Pa., 56 cents; Erie, Pa., 74 cents; Philadelphia, Pa., 44 cents; Scranton, Pa., 93 cents.



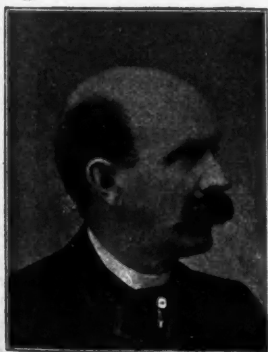
DR. C. T. PEPPER,
President Board of Education,
Los Angeles, Cal.



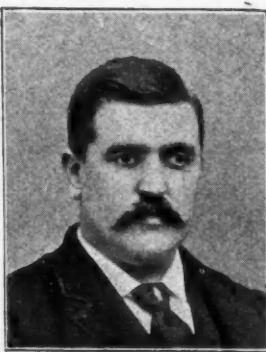
A. D. WEAVER,
President Board of Education,
Lawrence, Kans.



GEO. E. BULLIS,
Supt. and Secy. Bd. of Edu'n.
Oswego, N. Y.



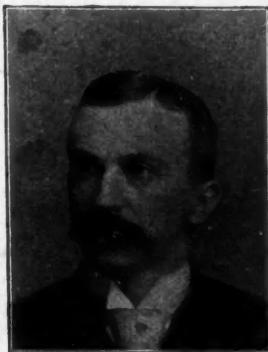
L. A. JOHNSON,
President School Board,
Knoxville, Pa.



J. J. FEGHTLY,
President School Board,
Kingfisher, O. T.



F. A. DILLINGHAM,
Chairman School Board,
North Attleboro, Mass.



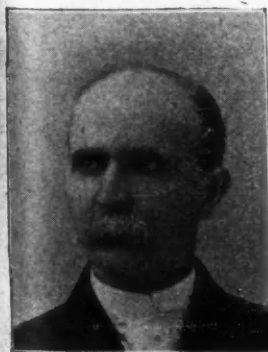
GEO. C. DIEFENDERFER,
President School Board,
Orwigsburg, Pa.



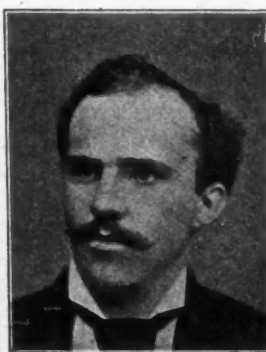
BENJAMIN P. MEAD,
President Board of Education,
New Canaan, Conn.



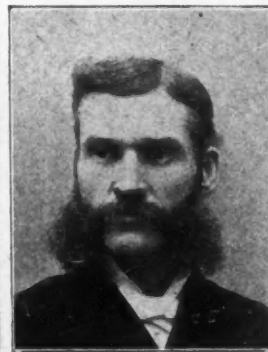
D. T. HAYDEN,
President Board of Education,
Nebraska City, Neb.



W. R. McCLELLAND,
President Board of Education,
Danville, Ind.



JOHN PONDER,
President School Board,
Milton, Essex Co., Del.



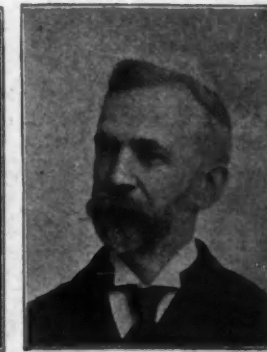
REV. O. S. PILLSBURY,
Supervisor of Schools,
So. Berwick, Me.



PHILIP SWEED,
President Board of Education,
Petaluma, Cal.



G. H. DAVIS,
President School Board,
Leavenworth, Kan.



JAMES G. GIBBS,
President Board of Education,
Norwalk, O.

LATEST FROM OREGON.

The great school book contest, which was so fiercely contested in Oregon for several months past, has come to a close. According to the law an immediate count of the ballot was to be made on Jan. 1st, but a peculiar complication has arisen to the surprise and vexation of all parties interested.

It seems that State Superintendent McElroy has been opening the votes as they came in. This, it is claimed, was an illegal act, as the sealed votes should have been opened in the presence of the full board. The matter has been placed in the hands of the Attorney-General for a decision. It is thought that a serious complication may arise.

The law says plainly that these sealed votes shall be held until a meeting of the State Board of Education has been called and then opened in their presence.

Another difficulty which has arisen is the fact that there are six women superintendents. These were elected at the last election in June. J. L. Carter, the former superintendent of Union County, refused to deliver the office to Miss Nellie Stevens, superintendent elect. She contested the place in the courts and won. Before the decision in the courts Carter mailed his vote on the text-book question to Superintendent McElroy. Sometime during the last week in December Miss Stevens goes to Salem and requests a blank for her vote of Superintendent McElroy. He refused to give her one, stating that the vote for that county had already been received. She then goes to one of the Superintendents, copies the blank, fills it out and goes in person to Superintendent McElroy and tenders her vote. McElroy refused it. She then employed counsel and secured a meeting of the State Board of Education, which consists of Governor Penoyer, Secretary of State McBride, and State Superintendent McElroy. This State Board votes to receive her vote.

Carter claimed that Miss Stevens could not hold the office of superintendent, because there is a clause in the constitution of the state saying that no person can hold an office who is not an elector.

The question is then referred to the Attorney General for a decision, and the question, that is, whether Carter's or Miss Stevens' vote shall be counted, is now in his hands. In other words, it is tied up in this manner and they are waiting the decision of the Attorney General. This is the true state of this important adoption at this time. It is probable that the matter will be thrown into the courts, whatever the decision of the Attorney General will be. On the 14th of January a new State Board comes in and they probably will throw the matter into the legislature, or can do so.

In other words, it is quite probable that the legislature, which is now in session, will settle the matter by passing a new law. The votes are uncounted and no one knows positively who is ahead, but it is generally conceded by the opposing agents that the American Book Company has won.

TEXT-BOOK ADOPTIONS.

Grand Rapids, Mich. Todd-Powell fifth readers, 900 copies.

Fremont, Neb. White's Arithmetic, New Normal Readers.

Van Daele's German Reader was recently adopted at Richmond, Ind., Earlham College; Mackinaw, Ill., public school; Columbia, Mo., Academy State University; Russellville, Ky., Bethel College; Bloomington Ill., Ill. Wels. University; Chicago Heights, Ill., Denver, Colo., Cedar Rapids, Ia., public schools; Wooster, Ohio, University of Wooster; Grand Rapids, Mich., High school; Ann Arbor, Mich., Lincoln, Neb., State University; Salt Lake City, Utah, University of Utah; Topeka, Kas., High School.

English.—Lockwood's Lessons. Russellville, Ky., Elkhart, Ind., Elkhart Inst.; Milwaukee, Wis., Notre Dame; Guthrie, Okla., Forest City, Ark., St. Charles, Minn., public school.

Newcomer: Elkhart, Ind., Elkhart Inst.; Connersville, Ind., Bancroft, Iowa, public school.

Rhetorical Analysis: Mt. Home, Ark., Baptist College; Platteville, Wis., Fox Lake, Wis., Downer College.

Outlines of Rhetoric: Charter Oak, Iowa. Elements of Rhetoric: Wheaton, Ill. High School. Whitney-Lockwood: Mankato, Minn., State Normal.

Emery: Glenwood, Pa., High school. Smith's English Literature, Mt. Morris, Ill., Mt. Morris, College.

Thayer's Elizabethan Plays, Warren, Illinois, Academy.

Hudson.—Columbia City, Ind., Marshall, Mo., University Park, Oregon, Albia, Ia., Forest City, Ark., High School.

Classic Myths.—Mt. Vernon, Ia., Eureka, Ill; Toledo, Ohio, public school.

Horace.—Lincoln, Ill., Lincoln University.

Sciences.—Physics. Rockford, Mich., public school; Fort Scott, Kas., Winona, Minn., State Normal; Newberry, Ind., public school.

Lessons in Astronomy: Springfield, Mo., public school.

Elements of Astronomy: Quincy, Ill., Topeka, Kas., Denver, Colo., Wheaton, Ill., High School.

Miscellaneous.—Prince's Courses and Methods, Albany, Oregon, Albany College.

Cook's First Book Old English, Colorado Springs, Colo., Colorado College.

Beowulf: Ripon, Wis.

Our Government: Delafield, Wis., Milwaukee Academy; St. Charles, Minn., public school.

Bennett's Tacitus will be introduced into De Pauw University.

Livy I. and II., Virgil, Chicago University.

Keokuk, Ia. Barnes' readers and geographies.

Saginaw, Mich. Stories from Plato for supplementary.

Chicago. Messervy's bookkeeping.

Boston. The committee on text-books offered an order providing that the books of the Cecilian series of study and song, Collar and Daniels' First Latin book, Collar's Gradatin and Hall's Elementary Lessons in Physics, be authorized as text-books in the public schools. Accepted and laid over under the rules. Orders were passed adopting Rollins' Preparatory French Reader and Grandgent's French Lessons and Exercises for use as text-books in the High and Latin schools, and Grandgent's Short French Grammar and French Fairy Tales in the grammar schools, to carry out the experiment of introducing the study of French into these schools.

Defiance, O. Scudder's Short History of United States, Wood's Object Lessons in Botany.

Springfield, Ill. New Normal series of Readers.

Zanesville, O. Standard Dictionary in place of Webster's.

Harrisburg, Pa., will be recommended to the board: Baring Gould's History of Germany, Goertner's Mythology, Brooks' English Literature, King's Geography, Barnes' National Reader, and Heart of Oak Reader.

Eau Claire, Wis. Text-books, "Our Bodies and How We Live," 208 of "How to Keep Well," and 385 "Child's Book on Health."

Yorkville, Mich., adopted entire "Werner" series.

Kent, O. Prof. Jagger, teacher of music in the schools, recommended the adoption of the Whiting system of singing books in the schools. Action deferred.

Boston. Hunt's Geometry, Boyden's Algebra.

Prairie du Chien, Wis. Carhart & Chute's Physics.

Celina, O. Prang system of drawing.

Sacramento, Cal. The county board of Education adopted the American System of Vertical Writing.

The board of education of Holland, Mich., adopted the Ellis form of bookkeeping.

La Crosse, Wis. Collar & Daniel's Beginners Latin.

Tomah, Wis. Myers History.

Marinette, Wis. Prince's Arithmetic, third and fourth grades.

Neenah, Wis. Davidson's Reference History.

Eau Claire, Wis. Blaisdell's Physiologies.

TEXT-BOOK NEWS.

Saginaw, Mich. Contract for school libraries awarded to A. C. McClurg & Co., Chicago.

Quincy, Ill. Adoption of the Standard Dictionary was deferred.

Smooth and intellectual looking swindlers are working country school directors in Kent, Ionia and adjacent counties, Michigan. They claim to represent H. M. Pattengill, state superintendent of public instruction, and that they are sent out to introduce uniform text-books. They visit the directors singly and ask them to sign orders for the new books and the orders later turn up as promissory notes. School directors are usually solid men financially and the notes are easily negotiated. The scheme is new and seems to be working well.

Kalamazoo, Mich. Board declined to adopt the Standard Dictionary. It will stick to Webster.

Superintendent Stanley reported to the Lawrence, Kas., board that vertical writing is being taught with success in some grades. The system was then adopted.

A special election will be held at Alloway, N. J., to raise \$500 for school books.

A proposition by the Ottawa, Kas., board was received from the Werner Publishing Company, offering to exchange certain books, free of charge, for the Robinson Arithmetic, Steele Physiology, and Eggleston History, now in use. Referred to the committee on text-books.

To avoid possible infection the Camden, N. J., board of education will destroy all books returned to the public school library from homes in which contagious diseases have prevailed.

Oswego, N. J., adopted vertical writing.

The suit of the American Book Company against O. C. Hill, at Kansas City, was decided in favor of the defendant.

The Company paid Hill \$8,275 for the copyright of a series of readers. The company claim that they found that the readers had been plagiarized and brought suit to recover the purchase price. Hill claims in his defense that his books were never published by the company, and that if they were plagiarized the extracts were taken from a book which had also pirated from other books on which the copyright had expired when Hill's books were printed.

The Brooklyn board of education received the following propositions: From D. C. Heath & Co., proposing to furnish the following: Heath's Writing Books (primary course) Nos. 3 to 6, per doz., 60 cents. Heath's Tracing Books, Nos. 1 and 2, per doz., 60 cents, Heart of Oak Books: Book 1, 21 cents; Book 2, 38 cents; Book 3, 46 cents; Book 4, 50 cents; Book 5, 55 cents per copy; Thomas' U. S. History, 98 at cents.

From the Werner Company: Proposing to furnish the Werner Mental Arithmetic, introduction price, 24 cents, exchange price, 18 cents per copy.

From Ginn & Co.: Proposing to furnish the following: Cyr's Second Reader at 27 cents; Thompson's Fables and Rhymes at 20 cents; Hodskin's Little People's Reader, at 20 cents; Prince's Arithmetic by grades, teachers manual, at 67 cents.

From Allyn & Bacon: Proposing to furnish Kelsey's Cicero's Oration at \$1.04 1-6 per copy. Referred to the committee on school books.

A WORK OF ART.

Perhaps the handsomest calendar issued for 1895 is that of the Hartman Manufacturing Co., whose western office is located in the Manhattan building, Chicago. No expense was spared apparently in making it not only attractive, but in lending to it the refinement of art and to make it a thing of beauty.

SCHOOL BOARD CONVENTIONS.

Continued from page 1.

professional factors of school systems and not with school boards themselves, will render the present departure under these auspices eminently proper and promising. The interest which actuates us to-day is purely educational, and what interest has a higher claim upon your attention? What human effort brings into play more patriotism, and the continued effort at a higher type of citizenship? The powers of a school board enter more deeply into all human interests and wield a more far-reaching influence upon the future, than a casual glance upon the subject would indicate.

A member of the New York City Board of Education recently said: "There is not a more exalted position in the gift of the people than a seat in its Board of Education." It can truly be claimed that these words contain a fund of truth. The trust which has been placed in your keeping is not only important but sacred.

It has been said that, "As is the schoolmaster, so is the school." When it is remembered that in the school board is vested the primary power to direct school affairs, to provide for school houses, to select and employ teachers, adopt school books, etc., then it can more aptly be said that, "As is the school board, so is the school." When it is remembered that the several functions of the school board reach beyond the ordinary affairs of a school system, and that they touch vitally the varied interests, including the personal and theoretical as well as the business and practical, it must be recognized that the school board does guide the educational ship of the day.

If the deliberation of a school board can make and unmake the school master, determine in what kind of a house the child must spend its school life, what kind of an education it shall receive—then the vital interests of that child—the welfare of the future American citizen—lies in the hands of a school board.

The modern school board is a transitory affair. It derives its vitality from a busy people in every community, who appear upon the educational scene and disappear again with greater frequency than is compatible with sound public policy. The terms of office are brief, and before a member has acquired the necessary experience to perform his duties with efficiency he is retired owing to political or other reasons.

The executive, administrative and legislative functions of the school board, in consequence, often times become a strange mass of inconsistencies. The board's relation towards the superintendent, who should be recognized as the educational expert, are misunderstood; the attitude that should and must be assumed towards the teacher, the pupil and the public, is misconstrued.

Again, school boards are scattered in isolated groups. The opportunities of example, experiment and experience are not always at command. The eloquent school house architect, the persistent school supply agent, and the erudite school book agent are afforded the opportunity to play an important part, and frequently shape the destinies of a school system, while the school board lives unconsciously in the self satisfaction of having exerted good judgment and efficiency.

The varied sizes of your cities, local conditions, etc., create diversified problems. The problems, however, resting purely on local conditions are, as a rule, of minor importance. There are, however, questions which come before school boards and which are alike in cities and villages. The relations which should exist between the school board and the community, between the school board and the teaching force and the public do not differ materially anywhere. To analyze these relations, to define their exact limitation, to establish the true function of a board member, and thus ascertain the exact attitude the school board must assume towards the school system, is our purpose to-day.

It is apparent then that a unification of boards of education can accomplish two specific objects: First, promote their efficiency in conducting the more strictly practical and business branches of their work; second, in bringing the boards into closer relation with the theoretical work of a school system, and consequently nearer the teaching force and the more vital and far-reaching interests.

A better understanding of the real function of a school board means also a firmer appreciation of the professional expert and his assistants; it means the concerted action of boards and teachers towards higher and nobler results.

May the central idea of all your deliberations to-day be in the direction of the educational interests of the child—the child whose future welfare and usefulness as a citizen of this great Republic lies in your hands.

After the reading, J. M. True, of Baraboo, was chosen Secretary.

The first subject was the "Appointment and Dismissal of Teachers." J. J. Maple opened the discussion by stating that the selection of teachers should be by the result of advisory council between the superintendent and the board, the former to have the nominating power. The superintendent should judge the scholastic attainments of an applicant while the board should satisfy itself as to efficiency. The relations between board and superintendent should be free and confidential.

George Fairfield, of Prairie du Chien, opposed the nominating power of superintendents. It gave the latter too much power, which he could usurp by dealing out patronage.

Supt. Throne: The superintendent should be entrusted with the nomination of teachers. Referred to vacillating work of boards in appointing inefficient teachers.

Inglis of Bayfield: Believed in encouraging home talent. Young girls make the best teachers.

M. D. Kelly: A young girl cannot make the best teacher. The teacher must possess ripe judgment.

D. O. Mahoney, Viroqua: School boards used to be better fitted for their duties. Their own ideals as to teachers must be raised before they can be expected to be able to select good teachers. Educate school boards and the power of discrimination and discernment will assert itself.

Hon. H. M. Lewis, Madison: In the selection of teachers the question of character should first be considered. High scholarship is not a sufficient guarantee for fitness. Religious or political reasons should never enter into the selection. Relations of board members should never be chosen. Am opposed to local graduates for teachers. Local influences at times are pernicious.

Mr. Riordan, of Sheboygan: The employment of inexperienced local teachers is the greatest evil in school work. Graduates of high schools should gain experience in country schools before attempting to teach in towns and cities.

G. W. Ogden: The selection of good teachers and the dismissal of poor ones is simply a question of backbone on the part of school boards.

Messrs. Walker, Dodge, True, Sprague, Austin, and Lindemann spoke on the subject. Mr. Austin favored giving the superintendent the power to select teachers and hold him responsible for their efficiency.

Mr. Sprague favored experienced teachers from abroad as against inexperienced local applicants. But would not discriminate against local applicants—when all other things were equal.

A brief paper by Commissioner Trant, of Milwaukee, on the subject of "Employment of Married Lady Teachers" was then read. He held that where teachers had able bodied husbands to provide for them it was wrong to employ them when single ladies whose livelihood depended upon their earnings, remained unemployed.

President J. M. Pereles, of the Milwaukee School Board, then read a paper on the

SELECTION OF TEXT BOOKS.

In our Milwaukee Board, the question of text-books is submitted to a special committee, consisting of five members of the Board, known as the "Text-book Committee," before whom the changing of books is discussed, and by such committee reported to the full board, for final determination. Our superintendent of schools is, *ex-officio*, a member of this Committee. Books are adopted once in five years.

In our method of selecting text-books, as indeed in several other particulars, I think we fall in recognizing a radical distinction between controlling the business of education and actually carrying out the policy determined upon. A School Board is a representative body, containing among its members, men of various occupations, and of varying shades of opinion, and it is supposed to understand, better than any single man could possibly understand, what are the best interests of the schools, and so, for the most part, its proper province is not to do, but to see that certain things that it has determined upon, are well done by others. For example, until a fair proportion of the inhabitants of a town feel that the teaching of Latin is desirable, or that manual training should be added to the course of instruction, these branches will probably not be introduced in that locality. It may be fairly said that the primary purpose of a representative school board, is to determine the quality and quantity of education to be given in the schools. This being done, it calls into its service educational experts, charged with the duty of carrying out its wishes. This is a duty out of reach of any person not specially prepared for the task. Most school boards recognize this obvious limitation when they hand over to the superintendent and his assistants, the work of preparing courses of study, and the manuals containing such detailed instruction for the teachers, as will enable them to carry out the wishes of the Board. After the experts have worked out the courses of study, the next important step is to select a series of text books, which are properly related in quantity and quality to the requirements of the course. In most cities this work is done by a committee appointed by the board from its own members. There is scarcely any kind of intellectual work which so much needs for its accomplishment minds which have been trained by long experience and study, as this selecting of text books. Not only is this special training necessary, but also a knowledge of the subject matter of the text book under discussion. In a word, the selection of text books is a matter for experts, and it is utterly beyond the reach of men, who, however intelligent, are untrained in this special work. The school board (or board of regents) of Michigan University judged well of the needs of the people, when they decided to open a school of medicine, and they have exhibited great evidence of wisdom, when they called in experts to decide upon the course of study and the text books.

That the prevalent method of selecting text books has proved unsuccessful, and that even the choice of books for elementary schools is a difficult matter, is shown by the fact that the best judges say that there is not one good grammar school geography in the market, and this is more or less true of several other branches. This, of course, could only remain true for any length of time, when the persons empowered to select text books have been unprepared to do the work properly. In other words, assuming that the school board is entirely capable of determining the scope and policy of the educational system, it is nevertheless true, that the board is not best qualified to select the means of its accomplishment; and it is in danger of committing mistakes, not less serious than those which befall a litigant who insists upon conducting a complicated law case, instead of leaving it to his attorney. This distinction between ends and means, has been thoroughly discussed by Bryce in his work on "The American Commonwealth."

There is another objection to the choice of text books by a body of men: That the selection is more dependent upon the energy, skill and blandishments of the book agent than upon any real merit of the book itself. If the agent is able to interest two or three out of a large body of men, these two or three will have a greater interest in misleading the whole body, than any other of its members are likely to have in putting it right. The bulk of the assembly may keep their hands clean, but they cannot keep their minds vigilant, or their judgment clear, in matters that they have not been especially prepared to consider. As has been well said: "An indolent majority, like an individual, belongs to the person

who takes most pains with it." This is the probable reason, that during a text book contest, book houses frequently send three or four agents to look after their interests with a school board of a city.

There is one more objection to the present method: the absolute impossibility of fixing responsibility for what is done by a body of men. Without a strong sense of responsibility, any important work is likely to be ill-done. In the matter of responsibility, boards are certainly screens.

Now you will ask me, how should the selection be made? In my judgment, by the Superintendent of Public Instruction. He is the paid expert of the board, and must be presumed to possess the requisite technical knowledge. He has ample time at his command, for this specific purpose, has special experts under him, upon whom he can call for advice, and has naturally the highest sense of responsibility and accountability for the wisdom of his choice.

Inasmuch as the beneficial interests are of such magnitude, the ultimate decision of all such matters should come back to the board. The superintendent should make recommendations for changes and re-adoptions, which should be either accepted or rejected by the board, after proper consideration, and by a majority vote.

If rejected, the whole matter should be referred to the superintendent, and in no event should the board, or its members, substitute other text books in the place of those recommended by this officer, as in that way any single member could bring the whole matter back to the original method.

Discussions followed by Messrs. Spencer, Lewis, and others in line with Mr. Pereles' arguments.

The subject of the "Relations of a Board to the Superintendent" was introduced by Chairman Bruce, who defined the interpretation given by different school boards throughout the United States. In some cities the superintendent was the mere employe or agent of the board, in others he served as a guide or director in all board deliberations, while in still others he was regarded as the educational expert, as he should be.

Mr. Dodge: I would not place full dependence upon the superintendent. The judgment of several men is generally better than that of one man.

A. J. Lindemann: If you have a good superintendent, he must be trusted with the direction of the work.

G. Gillett: Select a superintendent in whom you have confidence and then stand by his work.

Messrs. Murrish, Ogden, Mihills and others spoke on the subject.

Maj. A. J. Cheney: Select the right man for superintendent and the question will solve itself.

G. G. Sedgwick: So much depends upon the work of the superintendent that full swing should not be given him. Should regard his position as an advisory one.

Mr. Salmon, of Beloit, favored visiting committees, and related the excellent results accomplished in his city. He was ably supported by H. M. Lewis, of Madison.

On motion, a Committee on Permanent Organization, consisting of D. O. Mahoney, H. M. Lewis and Charles Pittelkow, was appointed.

A report making the temporary organization permanent, was adopted unanimously, declaring William George Bruce of Milwaukee, the permanent President for the year, and Hon. J. M. True, of Baraboo, Secretary.

Resolution presented by Robert C. Spencer was adopted.

Resolved, That it is the sense of the Wisconsin School Convention that the state should favor and foster public day schools for deaf mutes by the oral method wherever needed with adequate state aid and supervision.

A resolution to revise the school laws by raising the school age from four to six was lost.

After a discussion of school laws, etc., in which a number of delegates participated, the meeting adjourned, with expressions that the results of the day's work had proven gratifying and fruitful. It was agreed to meet at Madison again next year.

NOTES.

The only lady school board member was Mrs. Ida Bushnell, of Wyocena. She took deep interest and expressed the hope that more ladies would hereafter be recognized on school boards.

A. C. Dodge, of Monroe, has been a member of the school board for over a quarter of a century. He has served as president twenty years.

Robert Inzles, of Bayfield, traveled four hundred miles to attend the convention.

G. Gillett was the most venerable delegate in attendance. He stated that the good cause warranted sacrifices.

Edward R. Smith, delegate of Manitowoc, is the secretary of the Manitowoc Seating Company.

Teachers' Department



AMONG TEACHERS.

The Ellsworth, Mo., board gave the supervisor of schools the authority to employ hereafter all teachers in the city schools.

Joplin, Mo. The board of education authorized the superintendent of schools that whenever he deems it desirable that any teacher observe the work of other rooms for the improvement of the teacher's own methods, the teacher at her own expense visit as he may suggest.

Haverhill, Mass. The board of education decided that hereafter the superintendent cannot assign scholars without examinations.

The principals of New Orleans, La., are considering the fire drill. They have been addressed by different parties but have not come to a definite conclusion regarding the matter.

The Toronto school board will re-employ all married women teachers for 1895.

The Steubenville, O., board will discuss teachers who do their buying out of the city.

Several citizens committees have urged the Philadelphia board to accord equal pay for male and female teachers.

The superintendent's recommendation that \$100 be appropriated for lectures for the benefit of teachers, was adopted by the Worcester, Mass., board, and he was authorized to dismiss the schools for two half days each year for the purpose of holding grade meetings.

MUST BE IN GOOD HEALTH.

The New York City board of education has now inaugurated the following:

"No license shall be issued unless the candidate shall present a certificate of a physician of the City of New York, who shall be one of ten physicians to be appointed by the president of the board of education during the month of January of each year, and subject to removal by the board of education. Such examining physician shall require applicants to answer in their own handwriting the questions submitted in the form marked 'Schedule No. 1,' and shall also present his answer to the questions contained in the form marked 'Schedule No. 2,' certifying that he has examined the candidate and finds him or her to be in sound bodily health; blanks to be furnished by the board of education to said examining physicians. The physician's fee for such examination shall not exceed \$3, to be paid by said candidate, and his certificate shall be deemed operative during two years after this date.

TEACHERS' SALARIES.

The St. Louis school board has abolished the annual allowance of \$50 to teachers for car fare.

Iowa school teachers are figuring. It is in a quiet, pensive sort of a way, and it leads to questions like this: "If a school teacher of the first class receives an average of \$389.55 per annum, how much more will a barber receive for his services in the same time?" The teachers have solved the question and a committee has reported that the barber gets \$198.56 a year more than the first-class teacher in a first-class town.

Davenport Ia. Secretary board of education, \$1,500.

Boston, Mass. Truant Officer, \$700.

Seattle, Wash. Secretary board of education, \$1,200.

Philadelphia, Pa. Kindergarten teachers' salaries increased \$150 per annum.

New Britain, Ct. Superintendent \$600 a year.

Springfield, Mass. Superintendent \$4,000 a year.

Ellicott City, Md. The school board reduced the salaries of teachers \$20 in their yearly pay.

South Carolina's superintendent of education reports that the 4,594 teachers in the public schools of the state receive an average salary of \$23 a month for the males and \$20 a month for the females. The public school teacher cannot earn as much in South Carolina as a cotton-picker or a long-shoreman.

The women teachers in the public schools of Philadelphia, Pa., are entitled to sympathy and assistance in their efforts to have their salaries increased. The board of education allows \$950 a year to men graduates of the Central High School for teaching the eleventh and twelfth grades. A young woman graduated from the Normal School is paid \$520 for the first year and after five years, gets \$670 in the eleventh grade and \$820 in the twelfth grade. After five years of teaching, therefore, the salary of a woman teacher in the twelfth grade is \$130 less than what a man teacher would be paid, fresh from the High School. Philadelphia does not pay such adequate salaries to her teachers as other leading cities do.

ON ABSENTEE TEACHERS.

The New York Board of Education has the following set of rules under consideration:

1. It shall be the duty of every principal to report, without delay, all absences of teachers in his or her school to the Board of Trustees, with the cause of such absences as far as known, and it shall be the duty to report promptly in writing to the principal of the school the cause of such absence, and to state its probable duration.

2. The Board of Trustees of any ward may permit any principal, who may apply for permission to be absent without loss of pay from his or her school for not more than three days in any one year for the purpose of visiting other schools of the city. Such absence shall not be regarded as absence from duty, but shall be reported as required by the preceding subdivision.

3. Teachers' absences from duty may be excused, without pay, by the appropriate committee on application by the proper Board of Trustees.

4. Teachers' absences from duty may be excused, with pay, by the appropriate committee on application of the proper Board of Trustees. But such absence shall be excused with pay only when the same is caused by, or is on account of contagious or infectious disease, or on account of the closing of a school by a vote of the Board of Education, or when due to a long and serious illness; always provided, however, that applications for excuse of absence shall accompany the pay-roll for the month in which the absence occurred, and the same when made shall be deemed immediately referred to the appropriate committee with power.

5. No teacher shall be excused for absence without the employment by the Trustees of a licensed teacher as a substitute for the absent teacher. But the committee may waive this condition if it be satisfactorily shown that the employment of a substitute was impracticable or unnecessary.

6. All money, pay, compensation or salary, or any part thereof forfeited, deducted or withheld from any teacher or teachers, and not remitted to them in accordance with the provisions of subdivision 4 of this section, shall constitute a part of the Teachers' Retirement Fund, provided for in chapter 296 of the Laws of 1894.

The Clerk of the Board shall certify monthly to the Comptroller the amount so deducted during the preceding month, and in so certifying, the

following rule shall apply: From the amount earned in any month by any teacher, deduct the amount paid for actual service, the difference between these amounts (less those amounts remitted in accordance with the provisions of subdivision 4 hereof) shall be deemed applicable to the Teachers' Retirement Fund.

7. In case of a vacancy occurring by the death, resignation, removal or marriage of a teacher, by which a class is left without instruction, a licensed teacher, as substitute, may be employed to instruct said class until and including the day of the next regular meeting of the Board of Trustees of the ward in which such vacancy occurs, but no longer.

8. It shall be the duty of every principal to keep a register of the attendance of teachers, in which shall be entered daily the time of arrival and departure of each teacher, and any absence from duty, with reason for such absence.

9. A report of all absences of teachers at each school session shall be made by the principal of each school upon every pay-roll.

SCHOOL SESSIONS.

Bangor, Me. The High School session will last from 8:30 until 1:00 p. m., instead of from 8:00 until 12:30.

Manchester, N. H. The school hours for the two session schools were changed from 9:00 a. m. to 12:00 m., 1:30 to 4:00 p. m.

Mt. Vernon, N. Y. The board decided that the High School session should be from 9:00 a. m. till 1:00 p. m. daily, instead of from 9:00 till 3:00, with an hour and a quarter intermission.

STATE SUPERINTENDENT CHANGES.

North Dakota. Laura J. Eisenhuth will be succeeded by Miss Emma F. Bates, of Valley City

Arizona. The State superintendent is appointed by the Governor. F. J. Netherton is now the superintendent.

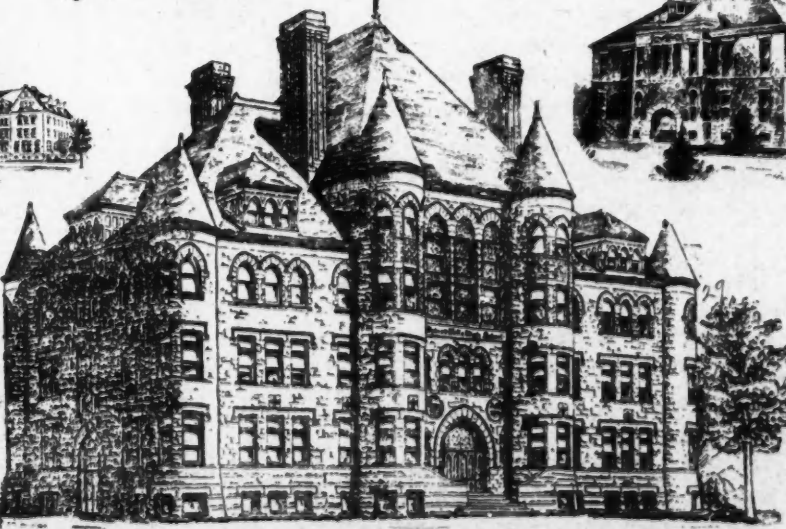
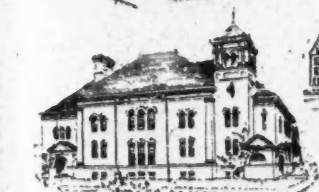
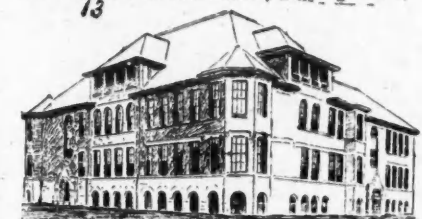
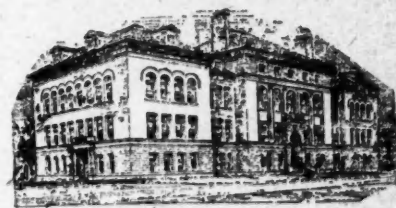
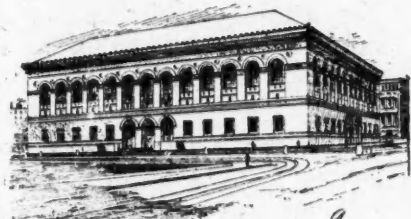
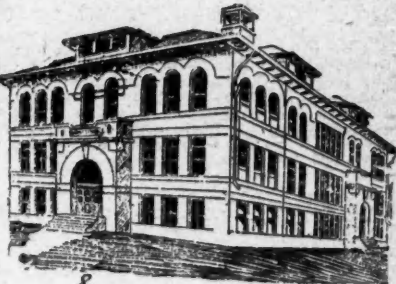
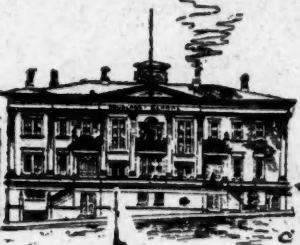
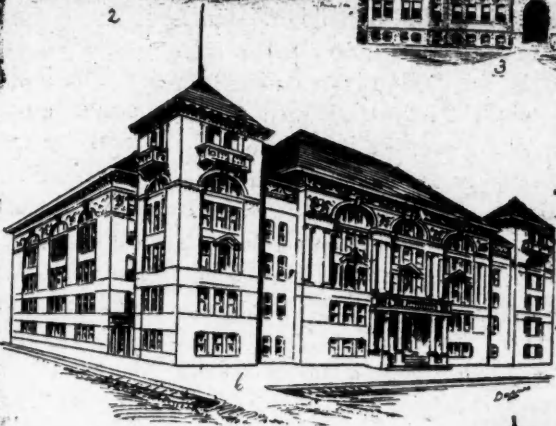
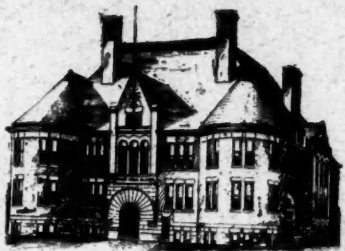
Mrs. Jennie L. Reed, formerly Miss Jennie L. Sherwood, was born in Binghamton, N. Y., Nov. 2, 1854. When less than a year old her parents removed with her to St. Paul, Minn., where she continued to reside until her marriage in the year 1877, with Edward L. Reed, also of St. Paul. Geo. W. Sherwood, the father of Mrs. Reed, is one of the most widely known business men of the Northwest.



MRS. JENNIE L. REED,
Member Board of Education, Anoka, Minn.

In 1892 she was elected a member of the school board of the city of Anoka by a large majority.

Mrs. Reed is a woman of fine physical development combined with energy, enthusiasm and marked ability. She is very generous both with her time and her means, and occupies a leading position in the flourishing city in which she resides. She takes an active interest in the schools, and endeavors in every possible manner to elevate and render them more efficient, thus making a valuable addition to an already efficient board.



THE AMERICAN School Board Journal

DEVOTED TO
SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

WM. GEO. BRUCE, PUBLISHER AND PROPRIETOR
372-6 Milwaukee St., Milwaukee, Wis.

EASTERN OFFICE: New York City.
FREDERIC H. LARK, Advertising Manager.

ISSUED MONTHLY.
SUBSCRIPTION, TWO DOLLARS A YEAR.

Entered at Post Office at Milwaukee, Wis., as second class mail matter

We are publishing the only Journal devoted exclusively to School Boards and executive officers. We furnish information on the doings of School Board committees, including important executive actions, best methods of heating and ventilation, text-books, with prices and adoptions, school law decisions, models of school buildings, statistics upon salaries, publish the engravings of leading school men, etc.; briefly, we keep School Boards and Teachers abreast with the time.

SCHOOL BOARD CONVENTIONS.

The school board member's labors are purely patriotic, and without pay. Intelligent patriotism must be based upon progressive ideas. It demands more than the mere "ayes" and "noes" in a board of education meeting, no matter how sincerely and conscientiously these may have been voted. Progress must be sought. The school board must look about and absorb the best that has been accomplished everywhere. It must stand ready to put into effect the wisest and the best. The dissemination of all advanced ideas on practical school management can find no readier medium than in the gatherings of school officials.

The past month has witnessed two more state conventions of school boards. Both were successful in point of attendance and in the results accomplished. A closer analysis of the proceedings of these gatherings will demonstrate the fact, first, that they are profitable in result to those who participate, and second, promising in achieving great benefits to all school systems.

Again, these gatherings develop the fact that many school board members possess the ability and experience to deal wisely in school affairs but that they require an impetus to act, and that their thoughts only need expression at the right time and in the right place. Men need to be aroused at times from lethargy to well directed effort and action.

If the teaching profession is abreast with modern lines of education, it must be admitted that school boards are not. If teachers have been educated beyond the standard of school boards then it is time to educate school boards. If teachers are expected to possess scholarship and efficiency then it is equally proper to expect intelligence, judgment and wisdom on the part of school boards.

The new movement should be hailed with joy by the educational world. It will mean a decided step in the direction of progress. Advance your school boards and it will mean better school houses, better teachers,

and better school books. It will mean a concerted effort between teachers and officials, and lastly an enormous benefit to the child.

THE POLITICIAN IN SCHOOLS.

One of the interesting phases of the American public school system is presented in the operations of the politician. He is an ever energetic, ever busy factor. He dips his hands into school treasuries; he decides who shall teach the youth of the land and who shall not; he has made proper school facilities impossible whenever they are impossible; in fact, his influence is wielded ingeniously and effectively.

To such an extent does this influence permeate the ordinary work of school machinery that even the schoolmaster is obliged, in a measure, to become a politician, in order to protect his interests. To the extent that this secures for him his just rights as an educator his efforts are pardonable.

When it is remembered, however, that certain conditions for which he is not responsible make this necessary, and when the further fact is considered that school boards are the main channel through which the politician operates, then it becomes a school board's duty to take steps towards reform.

Educators themselves are discreet on this subject. They know that it is not well to ruffle the temper of the school boards upon whom their own progress or preferment depends. They politely assume the blame themselves.

George Kleeberger, a California schoolmaster, may be taken as an example. He recently said: "It frequently happens that while intelligent people are asking for better schools, the ward politicians are making the conditions such as to bar the path of educational progress. So long as public economy begins with reducing school appropriations so long will schools fall far short of being the best, and so long as a political pull controls the appointment of teachers, so long will the best culture and character be too rare at the teacher's desk, and so long will an unregenerate public be the inevitable product of the school. If all teachers would discharge their full duty in the best possible way, even under the present conditions, the conditions would rapidly grow more favorable. So long as teachers will resort to political methods so long will political bosses feel free to fill the school rooms with incompetent favorites. If teachers would be free from the thralldom of politicians they must refuse to profit by political intrigues."

Let us be more frank than the schoolmaster. School boards are primarily responsible for the politician. They can alter matters. They have it in their power. The schoolmaster is subject to that power. His existence depends upon that power. He simply adapts himself to a condition from

which he cannot escape. Who can blame him for doing so?

Weed out your politician. He infests the boards. Shirk no duty in carrying out the best interests of your school system. Meet the demands of your community fearlessly and honestly. Rebuke the politician.

SCHOOL LEGISLATION.

The legislatures in the several states will convene during the present month. Measures for the creation of new school laws or the modifications of old ones will be introduced. They will be plentiful, and many ambitious legislators will strive to win laurels in the enactment of insipid or inexpedient laws.

It should become the duty of every school board to watch these new measures and stamp them with their approval or disapproval as their case may require. No one should be better able to pass judgment upon these laws than school boards themselves. No legislature should attempt the enactment of new school laws without having secured a consensus of opinion as the requirements of the times.

Every school board should appoint a Committee on Legislation, whose duty it shall be to propose new measures and further their passage, and oppose such measures as are not compatible with sound public policy and in keeping with the best educational interests.

AMONG BOARDS OF EDUCATION.

Windsor, Can. Board decided to retain corporal punishment. It is, however, likely that male teachers will not be permitted to whip female pupils.

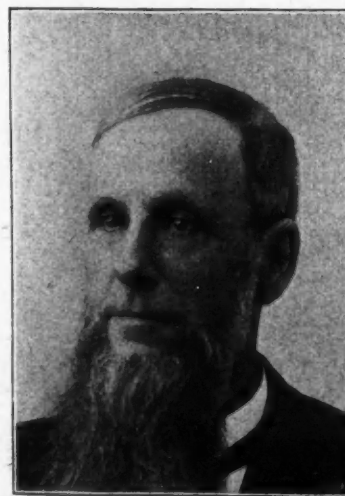
Dayton, O. Board decided to permit no more public dances in school buildings.

San Francisco. Board passed resolution requesting supervisors to fine property owners permitting immoral houses within 500 feet of school houses.

Elco, Pa., school board have prohibited political meetings from being held in the school house.

Oakland, Cal. A motion to provide a lunch room at the High School was lost.

Hamilton, O. The candidates for school board next spring are going to have a double load. They will have to buy beer for the men and chewing gum for the women. So says a local paper.



MARTIN HOUSE,
President School Council, Cleveland, Ohio.

IOWA'S CONVENTION.

SCHOOL BOARD MEMBERS AND EDUCATORS
MEET AT DES MOINES.

The State of Iowa has recognized the great importance of bringing members of boards of education from various cities and localities together in convention for the purpose of discussing the vital questions of school management. To that end the Des Moines Board of Education invited all other Iowa Boards of Education to assemble in convention on Thursday, December 27th, at the State Capitol.

That much interest was felt in this new departure was manifested by the large attendance of board members of the state, many professional and business men laying aside pressing duties of the day in order to attend. The general sentiment among them seemed to be that boards of education stand in need of being educated. Their highest aim is not the dispensation of favors to political factions or their representatives, nor merely as the business representatives of the best financial interests of the public, but to see that every American child is granted an education by the best American teachers and in the best American heated and ventilated school buildings.

The best their wisdom can devise, their hearts desire, their money procure, is none too good towards this end.

Among those present were C. L. Dahlberg, Des Moines; Frank B. Cooper, Des Moines; F. C. Hills, Sioux City; J. T. Merrill, Cedar Rapids; E. E. McElroy, Ottumwa; C. W. Neal, Stuart; W. G. Ray, Grinnell; Al. Swalm, Oskaloosa; Crom. Bowen, Des Moines; Dr. W. N. Heaton, Des Moines; A. C. Ross, Osage; J. D. McCleary, Indianola; T. G. Gilson, Knoxville; F. Reppert, Muscatine; Ed. A. Aldrich, Creston; F. W. Brinkhoff, Pella; J. S. Brown, East Des Moines; L. M. Mann, Des Moines; Miss Edith Train, Fort Dodge; T. H. Hacker, Hampton; W. H. H. Gable, Osage; James F. Burgess, East Des Moines; Geo. A. Newman, Cedar Falls; L. B. Raymond, Hampton; Theo. G. Stempke, Atlantic; J. F. Lavender, Rockwell City; J. S. Wattles, Missouri Valley, Nelson Royal, Des Moines.

The meeting was called to order by W. E. Odell, who was made chairman protem. Mr. J. H. Koons was chosen secretary. Mr. Odell delivered the opening address which was in substance as follows:

In behalf of the school directors of the city of Des Moines, I wish to extend to you a hearty and cordial welcome to this our first meeting, with the hope that it will not be the last of its kind.

The general plan of these meetings has been adopted in a few other states, and they have proved beneficial and promise in the future still greater advantages. There is every reason to believe that satisfactory results will follow this meeting and still greater benefits will result, providing others follow the present one.

With this feeling in our hearts, we not only welcome you to-day to the capital city of Iowa on account of the affection and respect we entertain for each one of you personally, but also for the advantage we expect that will result to the great work in which we are all engaged. A work that is second to none in importance; that claims the time and attention of man. Let me repeat, that the school directors of Des Moines are glad that you have manifested interest sufficient in this work to leave your home and come with us to reason together upon the great and important problems involved. Our only regret is that every school director in Iowa is not here to-day, so as to reap more fully the great benefits we hope and expect that will come from these meetings.

Education is the salvation of any people. The nations of the civilized world have long recognized and acted upon that principle. History teaches us that no nation can long exist, unless it be founded upon the intelligence of the people, and the broader and deeper that intelligence the more lasting and permanent are the institutions upon which it rests.

The nations of the world the past century that have made the most striking advances and progress are those that have paid the most attention to education. The public schools occupy a very large place in the hearts of the American people, as they always have since the foundation of this government. Our forefathers early appreciated the necessity of the education of the people.

As far back in our history as the time of Washington, the importance of educating the people to insure a stable government was recognized by that great patriot by liberal provisions in his will for the founding of a University. Jefferson, along the same lines with Washington, gave expres-

sion to his opinion upon the same important subject by founding the University of Virginia. It is generally conceded that Jefferson's plan is at this date even considered by successful educators as the most comprehensive and liberal project that was ever devised in this country. Unfortunately for the University of Virginia, as well as the rest of the country, the plan outlined by Jefferson was only adopted in part.

It will be seen that the founders of this government of ours early appreciated the obligation that we are under to education. The idea that prompted the calling of school directors of Iowa together is in harmony with the sentiment expressed by the American people since the foundation of the government as herein briefly indicated. The importance of the results that will naturally flow from these meetings as the years go by cannot be over estimated; that it is a step in the right direction there is no doubt, and that it will resound to the lasting and permanent benefits of our schools is equally evident.

And with due respect to our mind it should be a campaign of education, for if there is anyone that needs education it is the average school director; that he has a great deal to learn must be apparent to all of us. Remember that "Honest confession is good for the soul." That this is a rare opportunity for us to learn by an interchange of ideas and experiences is evident. More than any one agency, and, in our opinion, more than all other agencies combined, does the stability and perpetuity of this government depend upon our system of public schools.

We feel that there is great danger in parsimony, that works far more to the injury of the school than extravagance. The difference in cost to a school district, between a poor and a good school is very small indeed. The difference in the pay of a competent and incompetent teacher in the long run is infinitesimal.

There is no place where the principle applies with greater force than in the conduct of our school, that the best is the cheapest, whatever it may cost. The best teacher obtainable is poor enough. Let us have the best, whatever it may cost. If we wish to practice economy and have a desire to cut down expenses, let it not be at the expense of our system of public schools; let us at least in this day and generation be as liberal as our forefathers were, who were very poor indeed in comparison with the American of to-day. The example furnished us by these pioneers is well worthy of our emulation. In their very poverty they were very rich, and the first thought of these early patriots was for the development of the public schools, of which our present is the natural practical result.

America, that is to-day rich beyond compare and growing richer yearly, can well afford large expenditures to further strengthen and develop its school system. The more money that is judiciously and properly expended, just so much nearer do we approach perfection.

Every high school of every important city in this land to-day ought to have as able a faculty and be as well equipped with apparatus for the study of sciences as are now found in the average college of the day. The standard of the high school, as well as the lower grades, would be raised thereby, and this would involve the raising of the standard of the colleges of the country. This direction is the proper one for the liberal expenditure of money, beyond what has been done. In time the whole system would be improved and elevated and perfected, and in perfecting to a high degree our school system, just so much would we elevate the people, and in that way secure to us and our descendants a more stable and permanent form of government than has as yet been known to man.

A committee on making a permanent association was then appointed, consisting of C. L. Dahlberg, Des Moines; Miss Edith Train, Fort Dodge, and F. C. Hills, Sioux City. Also a committee on resolutions, consisting of Al. W. Swalm, Oskaloosa; Mr. Gibson, Red Oak; and T. H. Hacker, of Hampton.

The programme prepared was then taken up. W. C. Ray, of Grinnell, addressed the convention on the subject of—"The People, What they have a Right to Expect of School Officers." (A complete report of this admirable address will appear in the next issue.) It was followed by Al. Swalm, of Oskaloosa, with an address on the same subject. He spoke in substance as follows: He believed that the School Board was second to none in social economy. The people have a right to expect the school board to force legislation in the direction of manual training in all schools. By having manual training schools it would save many young men and women from going astray. He made a strong plea for manual training schools.

"Teachers, Their Appointment and Dismissal," was the title of a paper by F. C. Hills, of Sioux City.

TEACHERS: THEIR APPOINTMENT AND DISMISSAL. It is fitting that the honor of calling together the directors of the public schools of Iowa, in their first State convention, should rest with the school boards of our capitol city, and there certainly could have been no more appropriate place selected than this city, towards which every good citizen of the state looks, for the definition of what constitutes good citizenship,

and legislation that will be consistent with its motto, "Our Liberties we Prize and Our Rights we Will Maintain."

The question of preparing our children, and the rising generations of this state, for the responsible duties of citizenship requires serious and careful consideration, and in my judgment this convention is a move in the right direction. It is eminently fitting that the great state of Iowa, with its high percentage of intelligence, and low percentage of illiteracy should always be found in the front ranks of progress, fully abreast, if not in the lead of her sister states in everything that tends to the uplifting of the people, and which work can only be done successfully through the public schools.

I was pleased to learn from the invitations issued for the convention, that the move has the hearty approval of the State Superintendent of Public Instruction.

The suggestion of thoughts, or methods to be made at this time, are, as I understand it, for the purpose of bringing out ideas, not with the view that any of us may be able to advance any that we would assume to be perfect, but that they may assist, as suggestions, in leading onward and bringing out, if possible, something better, that step by step, we may advance together in this great and glorious work.

The subject: "The Appointment and Dismissal of Teachers," is one covering so broad and important a field of work of the school director, that I may possibly be led thereby into some thoughts which may, in your judgment, belong to some other class of work.

The appointment of teachers should be made only on the ground of their especial qualifications, or fitness, for the work they are required to perform, and as dismissal can only be made under the school laws of the state, for some especial cause or unfitness for the work assigned, it must be for failure to satisfactorily perform the work allotted, or for causes that directly have such an influence on the school room work, that the best results are not being obtained, hence the school room work is nearly always a factor in the dismissal of teachers.

It is a matter of congratulation for all, that so few cases of dismissal arise, and it speaks volumes of praise for the faithful, efficient, and devoted teachers in our public schools.

As a good organization is essential to properly carry out any great plans for the movement of armies and navies in times of war, it is as fully necessary for works of peace. It is absolutely necessary, therefore, there should be some head for administration of affairs. The state laws provide methods for organization and management of school boards, and ways and means to build school houses, to pay teachers salaries and for contingent expenses. The board of education or school directors should therefore organize their board, and work upon a business basis. Much of this work is necessarily done by committees, duly authorized to investigate, and make their recommendations to the board from time to time, for final action. One of the most important of these committees, is the one having in charge the recommendation of teachers, for appointment or dismissal, and such recommendations should be carefully considered by the whole board, and be adopted, or rejected, as may seem to them for the best interest of the schools.

If the appointments to be considered are for country schools where the teacher is both principal and teacher, and frequently janitor, the work is somewhat simplified, but if for a city school, having several ward or graded schools, with a principal in charge of each, and supervisors of grades or special work, and a general superintendent over all, the work of the teachers, committee and board, is much more complicated, for as the teacher is expected to be fully conversant with all the branches of work assigned to their rooms, the principal is frequently called upon, from sickness or other causes, and should be qualified, to assist in all the lines of work taken up in their school building. The superintendent in charge of all these schools is also expected to be fully conversant with all the lines of work, to visit all rooms as often as practicable, and to be able in a few moments observation, to tell whether the teacher is doing work according to the most effective methods, and encourage both teacher and pupils to press forward continually, and when necessary to reprimand, that the work of all the grades may unite together in one harmonious whole as they come together in the higher classes. Hence, it is very important, if your schools are such size, that you require the services of a superintendent, that you have one fully competent to fill the position, one in whom as directors, you have confidence, and then as far as possible have it understood that he is the working representative of the board in all the school room work.

The selection of principals for buildings, should be carefully made with a view that the positions they hold in the line of work, and their relations to the superintendent, are such, that the title of "Divisions Superintendent" would convey a clearer idea of their duties to many people.

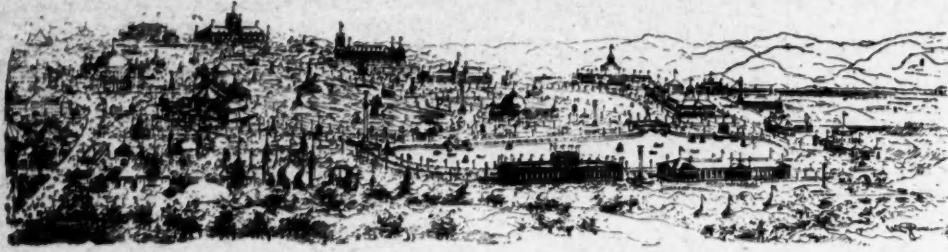
We now come to the rank and file of teachers, whose daily work in our graded schools must seem one grand round of tread-mill work, unless they are fitted by nature for the work, and have in themselves the inspiration to impart to each individual scholar a desire for development of character, as well as knowledge. I have referred to the appointment of teachers in this manner, as the first thing necessary is to determine just what positions you have to fill, and then try and select teachers competent to fill them.

In the appointment of teachers, the school directors have a very responsible duty to perform, and one that should be carefully considered, that the influence of interested friends may not induce them to appoint any not fully qualified and suitable for the positions to be filled. It would be better in some cases if the patrons of the schools more fully realized

Continued on page 13.

THE GREAT COTTON STATES AND INTERNATIONAL EXPOSITION.

OPENS SEPTEMBER 18TH, CLOSES DECEMBER 31ST, 1895.



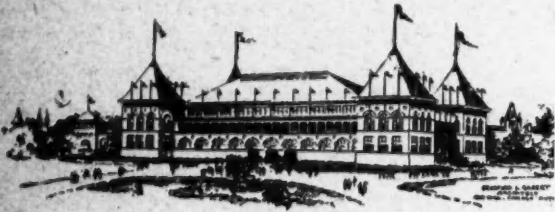
AT ATLANTA, GEORGIA.—BIRD'S EYE VIEW.

Atlanta, the metropolis of the South, is unique in many respects. A southern city, it yet has a climate remarkably pleasant the year round. Without the hubbub or rush of Chicago, its unusually fine railroad facilities enable it to do an exceptionally large and substantial business. With no tendency to that wild and reckless speculation which produced those booms so disastrous to its neighboring Alabama cities, there is yet such a progressive public spirit in Atlanta that fewer first class funerals are needed in it than in any other city of its size in the country. In a state whose educational status, according to the last census, is not a matter of local pride, the city is yet one of the finest centers of learning in the United States, for it has an

ity; and by the election this fall of a city council, the majority of whom are leading church members.

These are certainly the reasons why Atlanta has been so readily recognized as the proper city in which to hold the great Cotton States and International Exposition in the fall of 1895, for, as Lowell says, "the measure of a city's true success is the amount it has contributed to the thought, the moral energy, the progress in civilization, and the spiritual hope and consolation" of the people of its section.

The purposes of this article forbid our giving more than a very brief resumé of the chief features of the Exposition. The President of the Exposition Company is the Hon. Charles A. Collier, a native



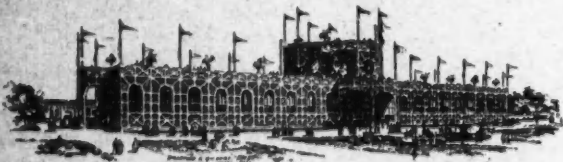
EDUCATIONAL EXHIBIT.
Manufacturers and Liberal Arts, 216 x 370.

excellent system of public schools, a half dozen schools for girls, half as many for boys, three Colleges, two Universities, Business schools, a Y. M. C. A. school, etc., etc.

At the foot of the mountains, it is yet 1,100 feet above the sea and has such fine drainage and other sanitary arrangements that it is one of the healthiest cities in the country. Epidemics are unknown and the undertakers are as poor as Job's turkeys.

THE CONSTITUTION, a vigorous, independent, ably edited and well managed morning paper, and the JOURNAL, a sturdy, pushing, bright and thrifty afternoon paper, with several less brilliant luminaries, are all devoted to Atlanta's best interests, and are happily free from any tendency to demagoguery or anarchism.

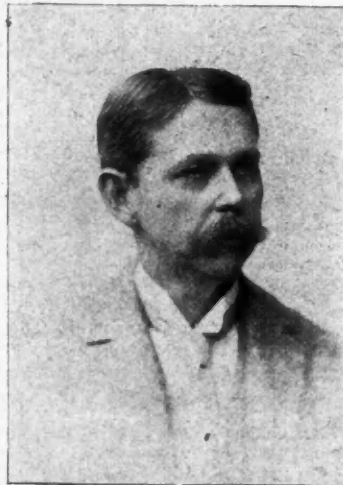
Very few of those foolish people who measure morals by bank checks, and character by dresses, diamonds and fine rigs, are to be found in the society of Atlanta. Nowhere are true manhood and womanhood given a more genuine respect. The sterling, dignified, chivalrous Southern gentleman, proud of the opportunity to show courtesy and hospitality, and scorning all that is mean and ungen-



Minerals and Forestry Building, 80 x 320.

erous; the charming, bright, cultivated and pure Southern woman, whose tact and taste and sweet winsomeness are unsurpassed if equalled anywhere upon the globe,—these two are everywhere in Atlanta's social realm.

The truths of Christianity have a strong hold upon the people as evidenced by the large attendance upon the churches of both men and women; by the cordial support given to every worthy char-



HON. CHARLES A. COLLIER,
President Cotton States and International Exposition Co.

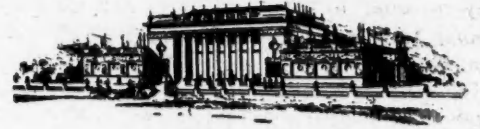
of Atlanta, a cultured, genial gentleman, public spirited and broad minded. His rare executive ability and his genuine interest in Atlanta, have been recognized heretofore by his election to such positions as President of the Piedmont Exposition of 1887, and as Alderman, member of the City Council, and Mayor of Atlanta. Under his leadership, energetically and ably assisted by such prom-



MAJ. R. J. GUINN,
President Georgia State Teachers' Association.

inent citizens as Hon. J. W. English, chairman of the Executive Committee, Hon. S. M. Inman, chairman of the Finance Committee, and Hon. Clark Howell, chairman of the Committee on Legislation, the buildings, grounds, and general plans of the great Exposition are rapidly taking shape. So far the buildings determined upon are:

1. The Administration Building, 100x200 feet.
2. The Manufactures and Liberal Arts Building, 216x370 feet.
3. The Electrical Building, 91x250 feet.
4. The Mining and Forestry Building, 80x320 ft.
5. The Building for Agricultural and Horticultural Exhibits, 150x300 feet.
6. The Building for Machinery, 100x500 feet.
7. The Woman's Building, 110x220 feet.
8. The Transportation Building, 126x413 feet.
9. Probably, The Educational Building, 70x150 feet.



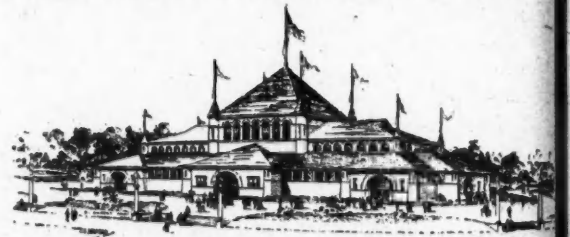
Fine Arts Building, 100 x 245.

10. The Building for a Negro Exhibit, 100x250 ft.
11. Music and Lecture Halls.
12. Various South American and other State Buildings, a "Midway Plaisance," etc., etc.

These are sufficient to indicate the importance of the undertaking and to justify the deep interest taken in it. Among the most noted, the most valuable, and the most helpful and suggestive displays made will be

THE EDUCATIONAL EXHIBIT,

due to the earnestness, the enthusiasm and the active leadership of Maj. W. F. Slaton, superintendent for fifteen years of the Atlanta schools. A resolution of Supt. Slaton was enthusiastically adopted by the Georgia State Teachers' Association and a committee of twenty-five, with Maj. Slaton as chairman, was appointed by Prof. R. J. Guinn, President of the State Teachers' Association. This

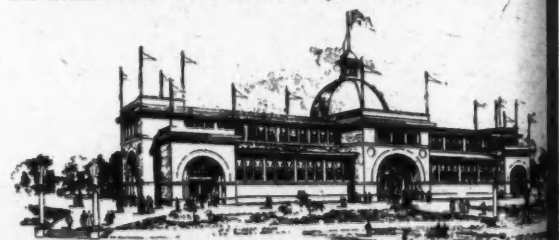


Agricultural Building, 150 x 300.

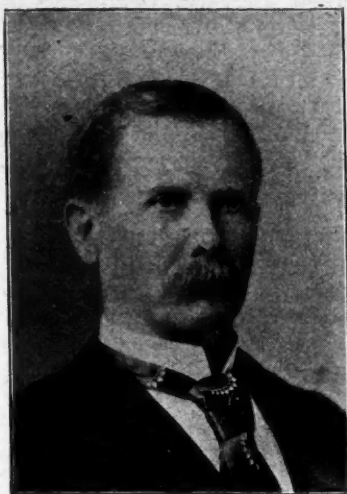
committee, actively assisted by Hon. S. D. Bradwell, State School Commissioner, and by Maj. Guinn, who is also editor of *The Southern Educational Journal*, and a bright and shining light among Georgia teachers, is now at work formulating plans for the exhibit of the Georgia colleges, academies, public schools, etc.

Through the efforts of Supt. Slaton, the National Teachers' Association endorsed the idea of a National exhibit, and authorized Dr. Butler, President of the National Association, to appoint a committee, with Maj. Slaton as chairman, to arrange for an exhibit from the leading schools of the country. Maj. Slaton expects to have his committee in active operation in a short time.

The magnitude and the value of the proposed educational display, which expects to be dignified by a separate building, and the vim, the wisdom, the heartiness and the appreciation of the work on the part of Hon. A. L. Kontz, chairman of the Committee on the Department of Education, all will attract the attention of educators everywhere.



Electricity Building, 91 x 250.



PROF. W. F. SLATON,
Superintendent of Schools, Atlanta, Ga.

FAVORS SCHOOL BOARD CONVENTIONS

The Iowa School, a teacher's journal of high standing, says:

"One more Round Table that ought to be established in connection with our state and sectional teachers' associations, is the 'Directors' Round Table.' It would be of uncounted value to the interests of education in the state if there could be frequent meetings of those who are charged with the responsibility of representing the people in the direction and administration of school affairs. There are now conventions of various county officials, meetings of sheriffs, of auditors, and of treasurers, and why should not directors of education meet to discuss the grave problems which they have to pass upon. One obstacle to such a consummation is the fact that the school directorship is not a remunerative office, but to the mind of the writer it would seem in the interests of education and of the general welfare if a law were enacted permitting the payment of expenses of directors during attendance upon such meetings.

No agency has been more influential in promoting breadth of vision and improvement of administrative methods among the school boards of the country than the SCHOOL BOARD JOURNAL, now generally taken and read by members throughout the Union, and further and greater improvement would come from conferences.

THE NON-RESIDENT QUESTION.

The question of charging tuition of non-resident pupils came up before the Somerville, Mass., school committee. The city solicitor rendered an opinion that embraced the following points: A child can attend school only if its legal residence

is established; legal residence in this instance would mean the residence of its father or guardian. A child boarding with friends or relatives while its parent or parents reside outside of the school district, is subject to the payment of tuition fees.

The following named cities have fixed tuition on non-resident pupils: Menominee, Minn., \$1.50 per month; Wichita, Kan., \$2.00 per month; Warrensburg, Mo., \$1.00 per month; Somerville, Mass., high school, \$30 per annum, ninth grade, \$25 per annum, eighth grade, \$20 per annum, all other grades \$16 per annum; St. Louis, Mo., high school, \$50 per year, primary school, \$20 a year; Westerly, R. I., night schools, \$1.50 per month; Erie, Pa., high school, \$3 per month, grammar grades, \$1.50 per month, primary grades \$1 per month; Princeton, Mo., \$1 per month; Kearney, Neb., \$3 per term.

Erie, Pa. According to the school laws of Pennsylvania, all children of soldiers in the late war of the rebellion are entitled to the school privileges of any school district, on temporary residence of the parent, guardian, or other person entitled to the custody of such children.

Rome, Ga. A bill regarding the tuition of non-resident students has been introduced in the legislature, it fixes the tuition 50 per cent. more than the actual cost per capita.

The Kenton, O., school board decided to allow non-resident pupils free admission to their schools.

RECENT SCHOOL HOUSE DESIGNS.

The marked progress made everywhere in modern school house design will be observed from the group of recent school buildings as shown on page 7. We enumerate them as follows:

1. Cumberland Hill school, Dallas, Tex.
2. Proposed High school, Keokuk, Ia.
3. Barnum school, Bridgeport, Conn.
4. Benton school, St. Louis, architect, A. H. Kirchner.
5. New school, Marine City, Mich., 50x68 feet. Cost \$7,000. Edward C. Van Leyen, architect, Detroit, Mich.
6. City college building, Baltimore; 152x222 feet, four stories high, first floor ten class rooms, second floor, hall and class rooms, third, five class rooms and drawing room, fourth, gymnasium, library, etc. Material, pressed brick, terra cotta trimmings, stone foundation.
7. Douglass school, San Francisco, Cal. Eight rooms, light over left shoulder. Architect T. J. Welsh.
8. Grant school, Salt Lake City, 81x141 feet, seventeen class rooms, seating capacity 935; cost \$49,500.

9. Boston library, Florentine architecture; cost \$1,166,000. Architects, McKin, Mead & White, New York.

10. Geo. W. Childs public school, Philadelphia, Pa.

11. High school building, St. Louis, Mo.

12. Hyde Park school, Denver, Col.

13. Orrington Lunt library building, Evanston, Ill.; cost \$100,000.

14. High school, Princeton, Ill. Gymnasium, manual training department, electric bells, etc. J. P. Bryant, architect, Princeton.

15. New Seventeenth Ward school, New York City. Capacity, 1,100 pupils.

16. Van Cleve school, Minneapolis, Minn.

17. New school house, Sedamsville, O. Cost \$60,000. Architect, H. E. Siter.

18. Six room school, G. Wilton Lewis, architect, Boston, Mass.

19. New school, Newark, N. J., 56x56 feet, fitted inside with North Carolina pine, natural slate blackboards, sliding blinds, etc.; cost \$3,500. Architect, Wm. Moll, Irvington, N. J.

20. New high school, Monroe, La.

22. Engineering hall, State University, Champaign, Ill.

23. High school, Windham, Conn., 54x112 feet. Common red brick, terra cotta trimmings, brown stone sill courses and window sills, Monson slate roof, Hall seating 600, floors ruffed Georgia pine, lighting one side over left shoulder; cost \$30,000. Architects, Forbush & Hathaway, 6 Beacon St., Boston.

24. Wartburg College, Clinton, Ia.; 75x140 feet.

25. Greenwood Ave. school, Chicago; 135x225 ft.; cost, \$100,000. Has twenty-one class rooms, material pressed brick and cut stone, slate roof and copper cornices. Architects, Flanders & Zimmerman.

26. New High school, Portland, Ind.; twelve rooms, cost \$23,000. Architect, W. N. Bowman, Indianapolis.

27. New Primary school, Osage, Ia.

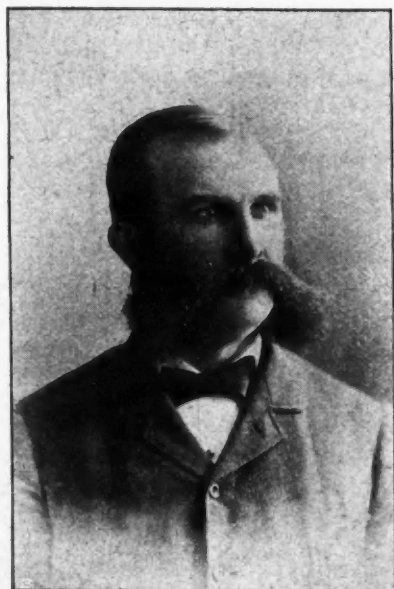
28. Denver University, Denver, Colo.

29. New Walnut Hill school, Cincinnati, Ohio; 74x136 feet, Gothic in outline. Architect, H. E. Siter; cost, \$110,000.

30. New school house, Forty-sixth St., New York City. Material yellow brick, thirty-six rooms.

The Barnes series of text are to be introduced, not only in the Marcy, Ia., schools, but in all of the schools of the county.

The Boston school board will furnish the high school pupils with ten cent lunches, providing a large cup of soup, chowder, milk, or chocolate, or a plate of hash or beans with bread and butter, or sandwiches. A piece of gingerbread, a bun or buns, or cookies, or one or more apples, an orange or a banana in season will be added. Hot chocolate, milk, chowder, or soup, with some one of the other articles of food, will be furnished for five cents.



E. E. SMITH,
General Southern Agent, Ginn & Co., Atlanta, Ga.



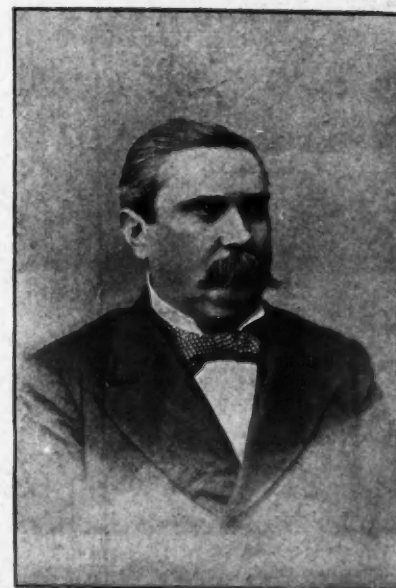
Hon. S. D. BRADWELL,
State School Commissioner, Georgia.



W. S. THOMPSON,
Member School Board,
Atlanta, Ga.



JOS. HIRSCH,
Member School Board,
Atlanta, Ga.



WILLIAM BRAY,
Member Board of Education, Atlanta, Ga.

LAST MONTH'S INVENTIONS

IN THE WAY OF SCHOOL SUPPLIES AND EQUIPMENT.

NOISELESS SLATE.—Carey F. Kizer and Samuel M. Murdock, Columbus, O.

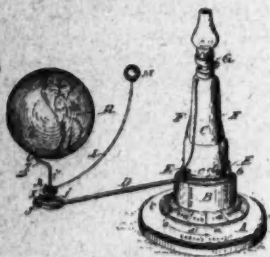


In a noiseless slate the combination with the slate body formed of paper or its equivalent and being provided with a waterproof writing surface, of a frame therefor consisting of oppositely arranged frame strips being formed of paper or its equivalent and a pliable cord surrounding said frame and bearing partially within the channels between said frame strips.

PENCIL-SHARPENER. Burt Ramsay, New York, N.Y.

The pencil sharpener, approximately cone-shaped, and composed of the two longitudinal members twisted to form the longitudinal spiral edges, said member having the file surface at the inner faces of their small ends, the lateral lugs at their large ends pivoted together, and lateral interlocking projection from the edges of the members.

EDUCATIONAL APPLIANCE. Annetta Patton, Stevensville, Pa.

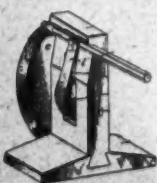


The herein described educational appliance for teaching astronomical geography, comprising the following co-operating elements constructed and combined substantially as described, viz: a circular base A provided with the central cylindrical pedestal B, having a central upright or standard C of reduced diameter and provided with a series of radial apertures *e e* and with pegs *E E*, adapted to fit in said apertures and attached to the standard by chains; a lamp fastened to the top of the central standard; the bracket arm D having a ring *d* at its inner end; rotatable disk J, upon the outer end of said bracket arm; the wire I attached to the disk J; the earth globe supported by said wire; the rotatable disk K, also supported on the wire I; the bracket arm D attached to the disk K and the moon globe M fastened to the end of the bracket arm D, all constructed and combined to operate.

BOOK SUPPORT. George Stikeman, Brooklyn, N.Y.

A book support for shelves, comprising an elastic brace portion with double walls and depending flanges, and vertical wings and the combination with a book shelf formed with a slot or groove, of a book support consisting of a double walled brace portion, having depending flanges adapted to enter the groove or slot and vertical wings.

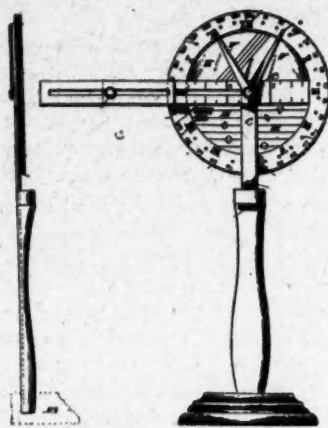
PENCIL-SHARPENER. Richard D. Cody, Winona, Minn.



A pencil sharpening machine having a pencil holder, rotary grinding or sharpening means and a pulley driven therefrom having an elastic belt to surround the pencil and rotate and move the same longitudinally, the axes of the pulley and the pencil being in different planes.

EDUCATIONAL APPLIANCE. Luther W. Musser, State College, Pa.

In an educational appliance the combination of the wheel having a graduated rim divided into inches and mounted on the pivot *c* carried on the upper end of a shaft *U* held in the handle *A* having one flat side of the pointers *F* pivoted to the end of the said shaft and having lugs or points adapted to register with perforations about the circumferential rim.



SUPPLIES AND EQUIPMENT.

Troy, New York. A resolution directing the purchase of several Rex fire extinguishers was defeated.

The board of education at Pekin, Ill., is having the blackboards painted green to preserve the eyesight of pupils. This may be an excellent idea, and is worth investigating.

Evansville, Ind. Bidders for blackboarding were E. D. Beegly, Dayton, O., and the Piqua School Furniture Co.

Boston. School slates have been abolished. Pad and pencil take their place.

Warsaw, Illinois. Central School Supply House showed its relief maps to the board.

Dayton, Ohio. Board purchased in ten weeks 43,200 pens for pupils. Pupils will have to purchase their own pens hereafter.

Write the Western School Ink Co., Winchester, Ind., for samples and prices.

The Hyatt Slate Co. was awarded contract by the St. Louis school board for 150 cases of their colored line slates. This board will use none other than this kind of slates.

A simple, durable, and serviceable water filter for schools can be had by writing to the Cream City Brass and Filter Works, Milwaukee, Wis.

Baltimore. Board awarded contract for desks to Harry W. Wilson; blackboards, slates, etc., to J. W. Bond & Co.

Scranton, Pa. Charges against the Supply Committee have been disproven.

Salt Lake City. Ordered Babcock fire extinguishers for schools.

The New York city Board of Education awarded contracts to the Consolidated Lehigh Slate Co.

Watseka, Ill. Purchased relief maps of the Central School Supply House.

Napa, Cal., Co. Board. Bancroft's maps and the Standard Dictionary were placed on the approved list of school apparatus.

Hastings, Minn. Purchased ten relief maps from Central School Supply House.

The Hyatt Slate Co., of Bethlehem, Pa., which was destroyed by fire some months ago, is being rebuilt on a larger scale. The buildings are all modern and the machinery and equipment the latest. This will give them the largest slate factory in the United States.

The Toledo, O., Board purchases 26 sets of political relief maps from the Central School Supply Co. Milwaukee, Wis. Mr. Joseph Flanner, the agent for the Behning pianos, has been awarded the contract for furnishing pianos to the public schools.

The Standard Wire Mat Co., of New Castle, Pa., has contracted to furnish the Erie, Pa., school buildings with mats.

Portland, Me. The board supplied the high school with geological specimens.

Telephones will be placed in the new school house of Columbus, Ohio.

Salt Lake City, Utah. The board purchased three No. 1 sixteen gallon Babcock fire extinguishers Holland, Mich. A Neostyle or copying machine was purchased by the board.

The Detroit, Mich., School Board furnished the Duffield school with a \$75.00 bell.

The Chicago Board of Education has taken steps to abolish the smoke nuisance in connection with the public schools, and is going to give every smoke consuming furnace or device a fair test.

The Hammond Typewriter Company presented to the public schools of Chicago 100 typewriter machines, which were accepted by the board.

The Drainage Board donated 250 maps and histories of the Drainage Channel to the public schools of Chicago as an encouragement to the study of geology.

Among the energetic and successful school supply agents of the West, L. A. Murray, of Fort Atkinson, Wis., deserves credit. He was recently awarded a large contract at Portland, Oregon. His mode of dealings have won for him the confidence of school officials everywhere. Always reliable and honorable.

The Ziegler Electric Co., 141 Franklin St., Boston, Mass., undoubtedly rank first among the leading houses engaged in the manufacture of Improved Physical and Chemical apparatus for schools and colleges. Teachers of Science should send to them for a catalogue, or get their quotations upon apparatus needed before placing orders elsewhere.

Seaman's Paste, used in place of mucilage for schools, especially in kindergarten work, and furnished exclusively by J. M. Olcott, New York, has been adopted by the Board of Education at Philadelphia, Pa.

Portland, Ore. Removal of all telephones from school houses being considered by board.

Wm. Beverly Harrison, 59 Fifth Avenue, New York city, would like to obtain a large-sized Guyot's map of the United States for a new Rand-McNally or Johnston map. If you have one, correspond with him.

The contract for 5,000 square feet of slate for blackboards at Paterson, New Jersey, has been awarded to J. M. Olcott, 9 West Fourteenth St., New York. Also to the same party for two new buildings at Amsterdam, N. Y., and one eight-room building at Ridgewood, N. J. The East uses slate blackboards almost exclusively.

Chandler & Barber, of Boston, have issued a handsome illustrated catalogue on Sloyd and Manual Training tools and supplies.

The Franklin Educational Co., Chicago has moved into the Ludington Block, 521 to 531 Wabash avenue, where more modern and convenient facilities are afforded them. The constant growth of the company has made the change practical.

SCHOOL FURNITURE.

Moline, Ill., awarded contracts for High School settees United States School Furniture Co. Drawing tables, Bobrick School Furniture Co.

Detroit. Desks for new schools ordered from Manitowoc Seating Co. on contract.

Keokuk, Ia. Contract awarded to U. S. School Furniture Co., represented by J. W. Merrill, of Cedar Rapids.

Cincinnati. Bidders at the recent contest were Broderick School Furniture Co., Richmond School Furniture Co., Sydney School Furniture Co., Grand Rapids Seating Co., and Piqua Furniture Co.

The following cities contracted during the past few months with the U. S. School Furniture Co.: Louisville, Ky., Peoria, Ill., South Evanston, Ky., Lafayette, Ind., Montgomery, Ala., Waco, Texas, Elgin, Ill., South Bend, Ind., Fort Dodge, Iowa.

St. Louis, Mo. The board of education awarded the contract for furnishing desks for teachers to the Scarritt Furniture Co., of St. Louis.

St. Paul, Minn. The United States School Furniture Co. was awarded the contract to furnish 800 school desks.

Stockton, Cal. Contracts for desks went to J. A. Stewart & Co.

The New York City board of education awarded contracts to the following firms: Favorite Desk & Seating Co., Andrews Manufacturing Co., Grand Rapids Seating Co., Hygienic School Furniture Company.

SCHOOL HOUSE CONSTRUCTION.

The assistant superintendent of construction recommended to the St. Louis board, the National Smoke Consumer as the best he had examined. He believed that a smoke consumer would reduce the volume of smoke from fifty to seventy per cent. Other smoke consuming matters were also treated and reported on.

The Cleveland board of education adopted a resolution requesting the county Prosecuting Attorney to lay before the grand jury the facts in reference to dishonest work done on the new school buildings, with the view of indicting the guilty contractors under a special criminal law which applies to public work.

The new High School building at Marshalltown, Iowa, was planned by the School House Construction Co., of Peoria, Ill. It is heated and ventilated by the Dickson System, indirect steam being used as a means of heating. This building has forty-eight rooms and is probably the largest building ever heated and ventilated successfully without the use of a fan.

The school board at New Castle, Ind., has let a contract for a \$40,000 school which was planned by the School House Construction Co., of Peoria, Ill., and which will be equipped with the Dickson System of heating, ventilating and dry closets.

The South Evanston school, description and illustration of which appeared in a recent number of the SCHOOL BOARD JOURNAL, is heated and ventilated by the Dickson System. They also use the Dickson ventilated glass urinals which are conceded to be the best ever put in a school. They are furnished by H. Sandmeyer & Co., of Peoria, Ill.

The School House Construction Co., of Peoria, Ill., made plans during the past season for schools at Canton, Delavan, Lewistown, Edelstein, and Toluca, Ill.

The School House Construction Co. is building a handsome school house at Marseilles, Ill. It is heated and ventilated by the Dickson System and equipped with the Dickson dry closets.

The Keokuk, Iowa, High School, erected by the School House Construction Co. of Peoria, Ill., is about completed.

The way Milwaukee, Wis., aldermen decided on the location of a new school house was to "throw horses" with dice.

The Chicago board of education has re-appointed its school house architect at \$6,000 per year.

HEATING AND VENTILATING.

The Johnson System of Heat Regulation was contracted for during the past month to be placed in the following new school buildings: New High School, Janesville, Wis.; Shadyside Academy, Pittsburg, Pa.; Washington School, Colorado Springs, Colo.; Morton St. School, Boston, Mass.; Central High School, Pittsburg, Pa.; Austin school, Boston, Massachusetts.

A boiler used in supplying a school at Uxbridge, Mass., with steam heat, burst recently, injuring pupils and teacher.

Kent, O. R. H. Hallack proposed to place a thermometer in a new school room recently established on the third floor of the Central Building, at same rate the other rooms were supplied, \$25. Action deferred.

Janesville, Wis. New High School will be heated by the Sturtevant System, equipped with the Johnson System of heat regulation.

Westbrook, Me. The Powers System of heat regulation was adopted.

Savannah, Ga. The Peck-Smead system was contracted for a new school.

Stevens Point, Wis. The Smead System was represented by Peter B. Bogart; the Hess Co. by Geo. H. Hess, and the Fuller & Warren Co. by C. Van Vechten. Smead received contract.

St. Louis board will inaugurate smoke consumers.

Dr. Owens, president of the State Normal School at Indiana, Pa., has contracted for and had erected in the college buildings and dormitories during the summer vacation, a complete system of heating, ventilation and sanitary cremating closet apparatus, to be furnished by the Peck-Williamson Heating and Ventilating Co., Cincinnati.

The new three-room school at Ironton, O., is to be heated and ventilated by the Peck-Williamson Heating & Ventilating Co's. System.

The school board at Lamar, Mo., after traveling all over the country investigating heating systems, finally abandoned the idea of using steam and contracted with the Peck-Williamson Heating and Ventilating Co., of Cincinnati, for their complete System, including cremating closets in the new High School, as well as the ward school, which they are at present erecting.

Several cases of diphtheria among the scholars in the Columbia school of Detroit, Mich., are said to have been caused by defective ventilation in the building.

The Schwab & Sercombe Co., of Milwaukee, Wis., are putting in the heating apparatus in the new Fond du Lac, Wis., school building.

Trenton, N. J. In the Monument School, the Mort system of heating and ventilation by steam will be tried, and the Smead-Wills system, embodying the use of warm air, will be used in the Roebling school.

A NEW ENTERPRISE.

HEADED BY EXPERIENCED MEN AND EQUIPPED WITH EXCEPTIONAL FACILITIES.

Chicago has been chosen as the seat of a large new factory, and in this case probably the finest, if not the largest, in the country. Messrs. Walmsley, Fuller & Co. start under the most favorable auspices to supply their customers with the highest grade of physical and chemical apparatus, optical lanterns and slides, photographic supplies, models, microscopes, and all scientific material.

Mr. Walmsley, F.R.M.S. and F.A.A.S.E., was formerly partner with James W. Queen & Co., then manager of the American branch of R. & J. Beck, and afterwards of W. H. Walmsley & Co., all of Philadelphia, now succeeded by the present firm. Mr. Walmsley is more than well known throughout the United States and European authority in scientific matters pertaining more particularly to microscopy and photo-micrography, and many microscopes and cameras of his design are in use in most of the agricultural experiment stations, and also by private individuals at home and abroad.

Mr. H. F. Fuller, M.A., and F.S.Sc., formerly with the McIntosh Battery and Optical Co., and late manager of the Alfred L. Robbins Co., of Chicago, is also well known in scientific circles, especially in regard to chemical, physical, and electrical apparatus. He has designed many pieces now in use at state universities, and in some of the most celebrated colleges in the country, and he has many new ones in the course of preparation.

Both of these gentlemen have been honored with fellowships by foreign scientific bodies of their knowledge and attainments, and both are members of the Chicago Academy of Sciences; Mr. Walmsley being also a life member of the Academy of Natural Sciences of Philadelphia.

The firm's office and classrooms, in the best location to be found in Chicago, 134-136 Wabash Avenue, has a frontage of fifty-two feet, exceedingly light and pleasant, furnished with best elevator service. The private office of the members of the firm, enclosed by partitions of oak and glass, and the general office is handsomely railed off. Packing room and stock room are furnished with every requisite in the way of shelves, bins, cases, and tools, so as to reduce to a minimum the delay usually incident in filling orders for the class of goods in which they deal.

The factory, however, is the gem of the place. Here are machines to be found in few shops abroad, and still fewer at home. Some of the machines cost from six hundred to a thousand dollars each. All are of the latest pattern, and several were made especially to order. The arrangement of the machines is without crowding, so that the workmen have plenty of room, and visitors, who are cordially invited at all times to inspect the factory, can watch the work with convenience. This privilege is of the greatest interest and benefit to teachers, as might be imagined, enabling them to know not only the construction of apparatus from beginning to end but also the care bestowed by the firm on these instruments and the great accuracy with which they are made.

In addition to the knowledge and experience possessed by the members of the firm, their workmen are also thoroughly

familiar with the business, having been educated in the largest factories abroad and at home.

It is evident that under these most favorable circumstances schools can enjoy the results of the firm's efforts by having a higher grade of goods at the same price they usually pay for the cheapest; it being the poorest practice imaginable to buy cheap apparatus which must necessarily become useless in a short time, to say nothing of the evil moral and intellectual effect on the pupils by the constant use of "slipshod" instruments, instead of those by which accuracy and delicacy in work and observation may be required.

The firm will be happy to communicate with any teachers desiring supplies of any kind or information in regard to scientific matters in general, or special instruments in particular. We take pleasure in wishing the new firm every success.

IOWA'S CONVENTION.

SCHOOL BOARD MEMBERS AND EDUCATORS MEET AT DES MOINES.

Continued from page 9.

the responsibility they ask the directors to assume, when they urge by recommendation and moral suasion, the appointment of any teacher, solely on the ground of necessity, or friendship, when they are wholly color blind.

The school funds provided for the payment of teachers are not intended and should never be used as a charity fund, and school boards are fully justified in making the most searching investigations as to proficiency in scholarship, ability to teach and govern, and purity of character, in the appointment of teachers. I believe whenever possible the applicant should call on the different members of the Board, or the Superintendents should be able to inform them of any physical defects, or deformation, if any, in the applicant, that would in any way interfere with their work in the school room.

The school laws of Iowa provide the following as essential qualifications of teachers (P. 61, Sec. 1767, Art. 2): scholarship, good moral character, ability to govern, and aptness to teach. It may be said that these are matters that do not belong to the school directors, but are instructions to guide the County Superintendent in the issuing of teachers' certificates; still there is a difference in the teachers, as well as in all other professions, and the standard of qualification will, in a large measure, be such as the Directors of the public schools require for those employed by them.

As there are many things to be considered in the appointment of teachers, there are also many questions necessary for consideration in dismissal—they involve not only questions of qualification but a determining of the results of actual work of the teacher in the school room (P. 35-6 Section 1734.) of our school laws. In case of a teacher employed in any of the schools, of the District Township is found incompetent, or is guilty of partiality or dereliction in the discharge of duties, or for any other sufficient cause shown, the board of directors, may, after a full and fair investigation of the facts of the case, at a meeting convened for the purpose, at which the teacher shall be permitted to be present and make defence, discharge him.

(To be Continued.)

C. W. Neal, of Stuart, treated the same subject, a complete report of which will appear in our next issue.

(Continued on subsequent pages.)

NEW ADOPTIONS.

Jacksonville, Fla. Grave's Graded Speller; Spencerian Commercial Speller and Letter Writer; Tomb's Tales and Lady of Lake.

Ancon, Ill. Barnes' New National Readers and McGuffey's spellers.

Chenoo, Ill. Prince's series of graded arithmetics.

In all the Cincinnati, O., public schools, anti-cigarette leagues are being formed.



GEO. B. COOK, Superintendent of Schools, Hot Springs, Ark.



A 'ROUND TABLE' REMINISCENCE.

Soon after we determined to start a Book Agents' Round Table we were musing in our office when a ring at the phone awakened a thought in our mind. We called up Jonathan in Chicago. "Hello, Jonathan." "Hello yourself, Bruce; what is wanting?" "I am about to open a Book Agents' Round Table and want you to sit with us."

The reply came prompt and sharp with a glad-some tone to the voice. "All right, get your table ready and I will be with you. You can put me anywhere except under the table. I will help pass the dishes."

"Who are to sit at the table?"

"Do not know yet. We can seat all who come and as it is to be a picnic, each will bring a basket."

"Any Old Timers to be there?"

"Yes, and the Young New Comers also."

"Well I will be on hand if able, but my memory has a touch of rheumatism and I may forget."

"But, Bruce, if ye old timers get Wm. M. Scribner to be there, he is a good example of the old time agents. He will tell of his work in the times long gone and how necessity forced him to make the first writing charts. Before this the teachers had to 'set copy' every night in from twenty to forty writing books as they were then called. Scribner can tell how the one purpose to have the children learn to write so that intelligence should not die with him, and at the same time make it pay cash to him. Sent him up and down through the earth devoting a life to the cause of educating the hand to express thoughts of the mind, glorified by the beauty of the handwriting. Get Scribner to sing a song and all the fraters will applaud. Seat near him O. S. Cook, now one of the oldest agents in the field. Bunyan wrote to him and called him "Great Heart." Always full of human sympathy and ready to give a helping hand. He once ran after false gods and became a member of the State Legislature of Illinois. But he repented and we forgave him. Call on him to respond to any toast and kind words will flow. Then place A. J. Cheney near him. All Wisconsin knows Cheney. It is said that he can call more men's names at sight of the persons than any other man in Wisconsin. He will gladly tell of the great service Noah Webster has rendered to the nation in giving us such a sameness of speech that men in all parts of this vast country can understand each other."

While around the council board let the dead be remembered; not alone those who died peace-



M. B. THRASHER,
With Silver, Burdett & Co., Boston.

fully in the ranks and of whom the memory is sweet, but those who still live (like Col. E. B. Gray) but are dead to the agency. Oh, you can summon spirits from the vast deep by giving E. B. Gray a seat near the cigars. Then fill in with the young men. And no matter what the bill of fare is we will partake of a feast of reason and thank you for it."

Here we rang off and Jonathan is probably still talking at the other end.

FROM AN OLD DRAMA.

SCENE I.

(Enter King Malvolio and Servius.)

King: "Methinks, my good Servius, that my thirst for prey—my delight in the gore of man has had its fill. They tell me of words—words in books—"

Servius: "Aye, wouldst thou cease butchering?"

King: "Nay, not that; I long for new scenes."

Servius: "Then go to the seas. If reading thou wouldst—books of fancy or of sterner make—thou must learn to read."

King: "Learn to read!"

Servius: "Aye, thou hast never seen the pages of a book."

King: "True. But a King's mind shall grasp, good Servius."

Servius: "I am amused, my lord."

King: "Cease thy raillery—get a master of words. Search the mountains for a master and bring him hither."

Servius: "Aye, good King, thy commands send me forth. A master of words will I lay at thy feet."

(Exit Servius.)

SCENE II.

(Enter Cominius Potts.)

Cominius: "Thou hast commanded me hither. 'Tis thy service I enter."

King: "A master of words; methinks I met thee elsewhere."

Cominius: "Aye, sir, I am both in the mountains and in the valley."

King: "Where thy abode?"

Cominius: "In Boston."

King: "Strange, indeed. Dost thou make words in Boston?"

Cominius: "Aye, sir, and carry them to the world."

King: "I prithee, what doth this great world name thee?"

Cominius: "A school book agent."

King: (Presses his hand to his brow, speaking to himself.) Strange being. 'Tis indeed a revelation. Methinks a new and greater king hath been crowned. He doth outshine my lustre; his words of lip flow like a zephyr upon the gentle atmosphere; his stately limbs define the warrior; his intellect holds the knowledge of ages. "Aye, great sir, pardon my soliloquy; to business then, and at once."

Cominius: "If thou wouldst read books, if thou wouldst drink the thoughts of many minds, adopt my books."

King: "Adopt, didst thou say?"

Cominius: "Aye, good King, adopt is the greatest word I use."

King: "But, I beseech thee, teach me; does not adopt mean to nurse, to care, to fondle, to—"

Cominius: "E'en so; 'tis the fondling that will bring thee to the wits of my great books."

King: "'Tis well; I adopt one of thy books."

Cominius: "Nay, good King, one book would disgrace thy sumptuous court. Thou wouldst of great blessings plenty."

King: "Speak on, then."

Cominius: "Noble King, thou wouldst spellers, readers, grammars, arithmetics, geographies, histories, dictionaries,—"

King: "Hold, good sir; thy eloquence has bewildered my brain. Speak not of these wondrous works; rather bring them hither. One thousand copies of each cannot be beneath the price of a king. Peace—a your tongue, and get thee to thy Boston."



His Ultimate Fate.

Todd: "What ever became of that school superintendent at Punkville, who was constitutionally opposed to changes in text-books?"

Hulse: "He's a school book agent now."

Cominius: (Writing on tablet.) To my house in Boston: "Captured the whole kingdom for our books; ship one thousand copies of everything we publish, including our charts and scribbling pads."

(Exit Cominius.)

PAUL E. WERNER.

Paul E. Werner, president of the Werner Company, publishers, came to this country from Germany in 1868 at the age of eighteen and settled at Akron, Ohio, where he remained through a varied business experience until changing his residence to Chicago. He passed his first years in Ohio as clerk and bookkeeper in a number of establishments, fitting himself for the more exacting duties which his keen business judgment was soon to demand of him. He soon gave way to an ambition for newspaper work, and the duties of editor of one of the best known German dailies became his lot. From the editorial room he passed to the business manager's desk, and in a short time was the principal owner of a plant publishing a German daily and three English papers, and doing commercial printing. In this small plant that was given life some nineteen years ago is found the nucleus of the publishing house which to-day bears Mr. Werner's name.



PAUL E. WERNER,
President of the Werner Co., Chicago.

HUMOR IN THE SCHOOL ROOM.

Teacher: "Define responsibility."

Peter: Well, supposing I had only two buttons on my trousers and one came off; all the responsibility would rest on the other button."

Teacher: "Now, Johnnie, we've been hearing of the changing of the seasons; how can we tell when fall is here?"

Johnnie: "Cause everybody's clothes smell of camphor balls."

The Teacher: "It is far better to give than to receive. Now, Johnny, you may tell me what you mean to do toward following out this beautiful rule."

Johnny: "I'll let brother Tommy do all the givin' when either of us has something good."

Teacher: "What is matrimony?"

Johnnie: "A state of torment into which souls enter to prepare them for another and a better world."

Teacher: "Who were the Pharisees?"

Jimmy: "They were bad people who used to take in washing."

A story of Scotch honesty comes from Dundee. A small boy had taken a prize for an exceptionally well-drawn map. After the examination the teacher, a little doubtful, asked the lad:

"Who helped you with this map, James?"

"Nobody, sir."

"Come, now, tell me the truth. Didn't your brother help you?"

"No, sir, he did it all."

"What is your last name?" inquired a teacher of a new scholar.

"Peter, ma'am," replied the small boy.

"Peter!" echoed the teacher. "What is your other name?"

"Fairbanks," responded the boy.

"Then Fairbanks is your last name of course," said the teacher, eyeing the round-eyed, vacant-faced Peter, with considerable severity.

"No'm," replied the child, respectfully. "My name was Fairbanks when I was born, but mother says they didn't name me Peter for 'most six months."



An Attentive Class.

Teacher: "Manners, boys, always practice good manners. When anybody wishes you good health or good luck you should always answer, 'I wish you the same.' Understand! I do hope you boys will some day learn something."

Pupils: "Wish you the same."

An Exciting Prospect.

"I suppose you are looking forward to school with a great deal of interest" said Robbie's uncle.

"Yes," was the reply, "It is going to be a great deal more interesting than it was last year."

"What makes you think so?"

"The first thing the new teacher did when the term was out was to join a gymnasium."

'Twould Make No Difference.

A bright youth undergoing examination for admission to one of the departments at Washington found himself confronted with this question:

"What is the distance from the earth to the sun."

Not having the exact number of miles with him he wrote in reply:

"I am unable to state accurately but I don't think the sun is near enough to interfere with a proper performance of my duties if I get this clerkship."

He got it.

Requisites for Civilized Man.

The primary class in a school had the question: What are the three requisites of civilized man?

Answer—Food, clothing and shelter.

The next day there was a review. The teacher put the question. All could remember food and clothing, but the third had escaped their recollection.

The teacher then repeated: "When a man has food and clothing, what else does he need to make him happy?"

One little fellow frantically waved his hand and stood up.

"I know, Miss Carrie."

"What?"

"A sweetheart."

More About the Dollar Mark.

Teacher: "Tommy, did you find out anything about the origin of the dollar mark?"

Tommy: "I asked paw about it, and he said the straight lines stood for the pillars of society and the crooked one for the way they got their money."

A Phenomenon.

"Human beings cannot see in the dark," remarked the teacher.

"Sister can," replied the small pupil resolutely.

"Are you sure?"

"Yes'm. The hall was dark the other night, but sister knew that Mr. Jones had shaved off his moustache before he said a word about it."

Professor (returning home at night hears noise) "Is some one there?"

Burglar (under the bed): "No!"

Professor: "That's strange! I was positive some one was under my bed."

An unknown term or an unusual word often has great weight with the ignorant. Every one knows the story of the learned professor, who effectually silenced the Billingsgate fishwife by calling her a "paralelepipedon."

From Philadelphia, Pa., comes a story of similar import. It is a little colored boy who recently ran home from school to his mother, sobbing as though his heart would break.

"What's the matter, boy?" asked the sympathetic mother, clasping the little one to her breast. "Has any one hurt you?"

"Mike Flynn's been calling me names," cried the youngster.

"What did he call you? Nigger? Lasses stick?"

"Wuss 'en that."

"Blackie? Ink-bottle?"

"No."

"Sootbag?"

"Oh, no! No!" cried the boy.

"Well, what was it then?"

"He called me—he called me," sobbed the boy, he called me Ethiopian."

Hicks: "Education is a good thing." Wicks: "I believe you. Without education it would be quite impossible to bamboozle the fellows who have no education."



School Site or a Sight.

Josiah Haywhiskers: "Say, boy, what are they carrying all that mud into that office for?"

Messenger Boy: "School board meets to-night. They're going to have a fight over the selection of a school site, and they will need all the mud they can get."

FRENCH AND GERMAN HUMOR.

Lehrer: "Kann mir Jemand sagen, was eine 'Ode' ist?"

Schüler (schweigen —).

Lehrer: "Nun vielleicht kann mir Jemand eine weltberühmte 'Ode' nennen?"

Schüler: "Eau de Cologne."

Les Origines du Peuple Français.—On demande à Bébé ce qu'il apprend à l'école:—

"J'apprends l'histoire de France, mais je ne suis pas très avancé. Je n'en suis encore qu'à Adam et Eve."—*Le Masque de Fer.*

Lehrer: "Emil, sage mal! woher kommen die Ungewitter?"

Emil: "Von meiner Großmutter!"

Lehrer: "Aber warum denn?"

Emil: "Jedesmal nach einem Ungewitter sagt die Großmutter: das hat schon drei Tage in meinen Knochen gesteckt!"

Traduction Libre. Deux maires de province se promènent sur les boulevards, à Paris.

"Qu'est-ce que ça peut bien vouloir dire, ces deux mots que je vois là sur les carreaux de ce café: Soda water?"

"Mon Dieu, cher collègue, vous ne savez donc pas lire? C'est de l'anglais, il est vrai, mais la traduction est au-dessous. Vous voyez: Billiard au premier."—*La Famille.*

Professeur: "Kreut mich Sie zu sehen, wie geht's Ihrer Frau Gemahlin?"

— "Ich bin unverheirathet, Herr Professor . . ."

"Ach so! . . . ja, was ich sagen wollte . . . seit wann sind Sie denn schon unverheirathet?"

Sur le Quai du Louvre. "Vous me disiez que le perroquet que vous m'avez vendu l'autre jour répétait tout ce qu'il entendait. Ah! bien oui! J'ai beau le sermonner: il est muet comme une carpe."

"Je vous ai dit, en effet, qu'il répéterait tout ce qu'il entendrait. Mais il n'entend rien: il est sourd comme un pot."—*Le Petit Journal pour Rire.*

Großmutter (die Censur der Enkelin lesend): "Sieh mal, da steht: 'Blaubert gerne!' Ist das wohl hübsch, Gleiches?"

Enkel: "Ach, Großmutter, Du weißt doch, das ist doch nun 'mal die schwache Seite bei uns Frauen!"



THE HISTORY OF A PUBLISHING HOUSE.

1846-1894.

During the past summer the publishing house of Charles Scribner's Sons has marked an important point in its history by moving from the site with which its friends have been familiar and establishing itself in a new building, its own property, planned and built for its purposes, and entirely occupied by the different departments of its business. If the time is not exactly that of its semi-centennial anniversary, it is certainly an appropriate one to recall something of its history.

The house was founded in 1846 by Charles Scribner, Sr., the impetus of whose powers and tastes it still strongly feels, as it still fittingly perpetuates his name. He was then a man of twenty-five, a graduate of Princeton, who had studied law in the offices of Charles King and Benjamin F. Butler, of New York, but had given up the practice of his profession because of temporary ill-health. He first associated himself with Isaac D. Baker, under the firm name of Baker & Scribner; but Mr. Baker retired after a few years, and he continued under the style of Charles Scribner, still occupying the original quarters of the firm—a part of the chapel of the old brick church at the corner of Nassau street and Park Row, now the site of the *Times* building, for which in those days he paid six hundred dollars rent, as shown by the original lease still in the possession of the firm. In 1856 he moved to 377 and 379 Broadway, in 1858 to 124 Grand street, and later to 654 Broadway. It was not until 1874, after Mr. Scribner's death, that the house occupied the building at 743 Broadway, with which it was so long identified.

In 1857 Mr. Scribner took into partnership Mr. Charles Welford. This partnership was organized for the business of importing books only, under the name of Scribner & Welford, the main house continuing the publishing business under the name of Charles Scribner as before; and from this time until shortly after the death of Mr. Welford, in 1885, the two departments were carried on separately in their details. In 1864 Mr. Scribner admitted to partnership Mr. Andrew C. Armstrong, who had been engaged in the business from its earliest days. In 1869 Mr. Edward Seymour was also admitted to the firm.

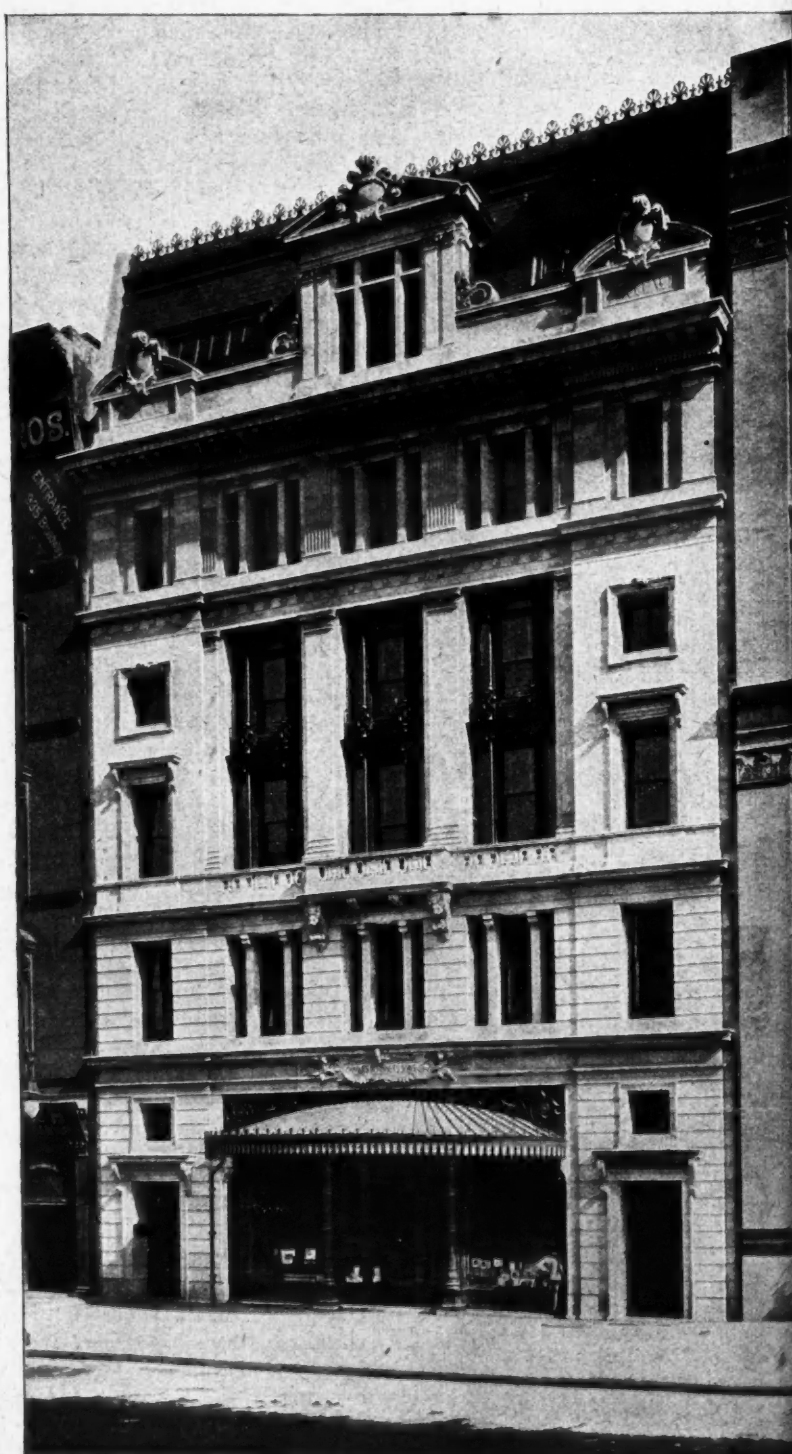
Mr. Scribner died in the year 1871, twenty-five years from the foundation of the house, and was succeeded as its head by his oldest son, Mr. John Blair Scribner, the style of the main firm becoming Scribner, Armstrong & Co., and that of the importing house, Scribner, Welford & Armstrong. Mr. Seymour died in 1877; and in the next year Messrs. John Blair Scribner and Charles Scribner, his younger brother, bought out the interest of Mr. Armstrong in the house, which thus reverted again entirely to the family of its founder and then assumed the name by which it is still known. The death of Mr. John Blair Scribner in the next year left Mr. Charles Scribner for a time the only partner; but a few years after, in 1884, his brother, Arthur H., became associated with him; and from this time there has been only one further change of moment, which occurred, as has been mentioned, on the death of Mr. Welford in 1885—the absorption into the main house of the business of Scribner & Welford, so that the whole is now conducted as a single organization.

In the new building, which was built for the firm by Mr. Ernest Flagg, the architect of the new St. Luke's Hospital and many other public buildings, and of which the dignified and striking facade is already familiar to passers on Fifth Avenue, the ground floor is entirely occupied by the bookstore, which differs in many ways from the conception of a bookstore derived from past examples. Instead of a confused and crowded space with counters and low bookcases, the whole room resembles a particularly well-cared-for library in some great private

house, or in some of the quieter public institutions. The walls, wainscoted to the ceiling in quartered oak, are for the most part covered by bookcases with glass shelves, on which the finer-bound and illustrated books are ranged from floor to ceiling—a gallery midway around the room aiding the access to them and still further heightening the library appearance. On the floor of wood blocks, laid in asphalt, so that a curious feeling of firmness meets the step like that of a sidewalk rather than a floor—stand large oak tables, upon which are ranged books for the inspection of buyers; and stands and chairs for reading are placed conveniently among these larger tables. Supported by four high columns, but otherwise having its great space quite clear, this ground-floor room is altogether free from offices (excepting at the back those necessary for the manager of this department and his immediate assistants); and with its Indian red decoration and the plentiful sunlight which pours in from the high windows at back and front it is a spacious, airy, and pleasant place. From the back a broad flight of stairs of white marble, dividing half-way up to the left and right, leads to the second floor, where are all the offices of the firm, of the Financial and Manufacturing Departments, the Wholesale Department, the Educational Department, the

Bookbuyer, and many more. The third floor is occupied altogether by the Magazine with its different departments—the Editorial, Artistic, Publishing, etc. On the fourth floor is the subscription department. The fifth floor is given up to the storage of stock, but in an orderly way; one may walk with almost as much pleasure through the neat aisles between the many groups of bookcases here as below in the main shop itself. The sixth story is occupied by mailing-rooms, arrangements for the printing of circulars, and the other miscellany of a great business. The whole building is unique in being perhaps the first in America built from ground to top distinctly for the uses of a publishing-house; everyone having contributed to the original planning the experience of years as to the needs in his own department, and the consequence being an almost perfect adjustment of means to ends.

So housed and so equipped, the firm in a little more than a year will enter upon its second half-century, with opportunities which it means to use fully in the advance of every department of its work.



THE NEW BUILDING, 151-153 FIFTH AVENUE, NEW YORK CITY.

School Board Journal

INTERVIEW WITH AN EXPERT.

COL. SMEAD, THE GREAT HEATING AND VENTILATING EXPERT, GIVES SOME INTERESTING FACTS.

While at Toledo recently, a correspondent of the SCHOOL BOARD JOURNAL deemed it desirable and fitting to pay his compliments to Col. Isaac D. Smead, who is known throughout the length and breadth of this country as the great expert on school house heating and ventilation.

The Colonel was found at his office engrossed with a large pile of correspondence, school house plans, etc., and while he seemed evidently too busy to submit to an interview the correspondent did not wish to miss an opportunity of getting some interesting facts from him. If the Colonel could be induced to speak he would unquestionably say something that would be worth listening to. After our correspondent presented his card and stated his mission, Col. Smead said:

"Certainly, the subject of school house warming and ventilation always has my attention. It is my life's work. Pressed for time, did you say? Yes, I am a busy man—but you know it is only the busy man who has time. He takes time.

"What I have rendered towards the subject of school house warming," continued the Colonel, "is a matter of history. All my efforts in the past quarter of a century have been in that direction."

"That is true, Colonel," ventured our correspondent, "we find that you have contributed the largest share towards the development of scientific school house warming and ventilation. Will you not tell us something about the Smead system, including your dry closet system?"

"Certainly, sir," replied the Colonel. "On this score I may say that previous to the introduction of the invention of the Smead system of dry closets, the closet apartments attached to school buildings were, as a rule, simply horrid. These rooms were offensive both to eye and nose; cold, damp, unhealthy places for children to visit; were really unfit for occupancy by man or beast. As erected under the Smead design and Smead patents, they are as well ventilated and as cleanly as the school rooms, and better ventilated than are the homes of nine-tenths of the school children."

"Did not their introduction meet with some difficulties?"

"Most assuredly," he continued. "When the dry closet system now used in thousands of school buildings in the United States and Canada was first invented, the idea was, by plumbers, steam fitters, and some others, ridiculed most unmercifully. When its success was demonstrated, some pirated upon our rights and we were forced to go to the courts to defend them. Being beaten there, they, assisted by those who are interested in other methods of the disposition of closet deposits, resorted to all kinds of methods to scare the people and slander the system. If anything is wrong in a building containing the system, no matter what cause, whether in the building, neighborhood, ward or village, those opposed to sanitary reform, or in favor of some other system commenced to yell 'Smead dry closets,' and to make statements sometimes as false as they are ridiculous."

"Would you kindly state some of these incidents?"

"Yes, for instance: A rat caught and killed in the register valve in a school building in Toledo. A warm decaying rat would naturally cause a bad smell anywhere, but in that building the closets were blamed. Had the dead rat been in the closet there would have been no odor whatever about the building, but he had selected an obscure corner and the telephone immediately announced that there was 'something wrong with the closets.'"

"In another Toledo school building a cat selected a furnace chamber as a fit place in which to die. The furnace was not hot enough to cremate her, so she just gave off an odor and in that way demanded burial. Those who did not know anything about the case blamed the Smead system for the indiscre-

tion of a cat while living and her terrible odor when dead.

"A Toledo janitor concluded that the fresh air room would be a good place in which to store his cabbage crop consisting of several wagon loads, and the odor in that building was charged to the Smead dry closets.

"In another Toledo building, a sewer pipe broke (we have nothing whatever to do with sewers, either in their construction or use after being built) and the results were a hundred fold more dangerous than they possibly could be from a dozen dry closets, and yet for this broken pipe, with which the closets had no connection, they at first were blamed. Schools were dismissed and 500 children sent home to report that 'something was wrong with the Smead dry closet system.'"

A telegram from Washington, D. C., read as follows:

"Smead dry closet system is a failure during the afternoon session of school in the — building."

"As an inventor of the closet system, I had thought that I had made one that was suitable for service during twenty-four hours of the day, and



COL. ISAAC D. SMEAD,
President Smead Warming and Ventilating Company.
Toledo, Ohio.

was surprised to learn that it was not 'at home' during the afternoon, or even that it should occasionally take an afternoon off. At an expenditure of more than \$100 I learned that the system was, and always had been in every particular all right, and that one of the pupils who attended the afternoon session only, was the daughter of the janitor in a perfumatory, and that, with her family, lived in the factory. Her clothing was so saturated that the floor and school desks absorbed the mixed odor, and yet the plumbers and steam fitters taught the teacher to believe that the odor was from the Smead system of closets."

"That's interesting. Go on, Colonel."

"Well, another case. There was for instance, a carpenter and a bricklayer who wanted work in a dull season. They yelled 'Smead dry closets,' talked against closets in the basement of a school building, got up a scare, made a contract with the board of education to build outside closets, and secured occupation and a round profit.

"Scavengers cleaning a vault near a school in Kansas City, caused a bad smell to arise, which went through the fresh air windows of the public school building, and because a good many school children were terribly nauseated, the plumbers yelled 'Smead dry closets.'"

"The Smead system of heating, warms the floors of the school building as well as the ceiling. It was introduced into an old school building in a large city, a building that had been erected for more than forty years. When the cold weather came the floors were warmed. They had never

been warmed before, as the system used in this building previous to the introduction of the Smead system was steam heating apparatus, but as before stated, the Smead system warmed the floors, and because of the warm floors several bushels of swallow droppings that had been stored for years under the floor between the first and second story began to give off unpleasant odors, and to discover the cause cost me a loss of more than \$100, and gave some an opportunity to yell 'Smead dry closets.'"

"During the construction of a fine school building, for several months the workmen used one of the brick warm air flues for improper purposes, and when fires were started the smell was simply awful. It cost me over \$200 to find and remove the cause, but it gave some people whose homes are exceedingly unsanitary an opportunity to yell 'Smead dry closets.'"

"In Cleveland, a defective sewer poisoned some people, and not knowing the cause many people were scared and joined the plumbers in yelling 'Smead dry closets,' and to try and off-set the damage done, and to meet the demands of a hungry press who print sensations and then charge for contradiction, I expended over \$6,000.

"In an Ohio village the board neglected to drain the lot upon which they had erected a fine school building. It was lower than surrounding territory, and swamp water and waste water from forty residences, including barns, were drained into the school house basement, and there was collected more than a foot of water all through the cellar basement. The children were made sick and some were given an opportunity to yell 'Smead dry closets,' and the plumbers joined in the chorus.

"A child soiled its clothing and said nothing. The teacher dismissed the school and there was conversation at once upon the Smead system of closets. If the child had been dry and clean, or the teacher had spent ten minutes in investigating the direction of the air currents, I would have been saved more than \$100.

"An inspector holding high office in a city, an office of trust and of great profit to him, becomes a stockholder in a steam heating establishment, with the understanding that his dividends are to be earned by his ability to instruct janitors to so manipulate the apparatus in the schools that the Smead system will be condemned and some other substituted. For a time he was successful, but as right almost always finally prevails, his fraud was discovered and his successor appointed.

"I have only mentioned a few of the hundred or more instances with which I am familiar, where charges have been made against the system for causes with which it had nothing whatever to do. The system is all right; it requires less care than any other, and it is practically impossible for any of the claims made against it to be true. Otherwise I would not introduce it."

"This sums up," concluded Col. Smead, "some of the unique as well as interesting difficulties,—at least difficulties that make life interesting for us. The Smead system has stood the test of time, and stood it well. We are the leaders in our line. We have accomplished enough to win the admiration and gratefulness of all fair-minded educators—and that is our greatest satisfaction."

We learned from those in a position to know, that Col. Smead is rapidly overcoming his financial difficulties. The people of Toledo have confidence in his integrity and ability, and when the Smead Company sometime ago became involved, the Colonel was made his own assignee. He is esteemed by his fellow-men in the highest degree and his career is not only considered an active but a useful one. The demand for the Smead system which is a recognized standard, is larger than ever and the ensuing promises to become a most busy one.

After thanking the Colonel for the pleasant interview, our correspondent withdrew and the well known engineer of warming and ventilation turned to his voluminous correspondence and school house plans once more.

THE PERFECT CUFF HOLDER

FASTENS THE CUFFS TO THE LINING OF THE COAT SLEEVE
Is placed in the back button-hole of the cuff and holds the cuffs in exactly the same position at all times.



Just what Cuff Wearers have been wanting. It is the correct way to hold the Cuffs. Will last a lifetime, and cannot get out of order, and Will save their price in laundry bills in one month.

DIRECTIONS.

Fasten Holder to the Cuff, open clasp, place Cuffs under Coat sleeve with clasp open, then press down on outside of Sleeve, closing the clasp, thus the jaws of the holder will fasten to the Coat Sleeve lining. To remove the Cuff, pass thumb between the Cuff and Sleeve and open clasp, when cuff will slide off. The Cuffs being fastened to the Coat Sleeve come off with the Coat and are thus kept from getting wet and dirty, when washing the hands or doing dirty work. To protect Cuffs while at work, or washing, they can be slipped up the Coat Sleeve and fastened out of sight, and thus save Laundry Bills. This cannot be done with any other Cuff Holder.

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CURE YOURSELF WITH OUR INSTRUMENTAL AND HOME TREATMENT.



RAMEY'S MEDIATOR

CURES CATARRH, Catarrhal Deafness, Headache, Neuralgia, Coughs, Colds, Bronchitis, Asthma, Hay Fever, La Grippe, Etc., or money refunded. Price complete with four months treatment by mail, \$2. The medicine is put on a sponge in enlarged part of mediator. Insert twin tubes in nostrils, single tube in mouth, then blow; thus your lungs force highly medicated air into all parts of the head and throat.

Send for Terms, Testimonials,
and Further Particulars.

RAMEY MEDICATOR CO., 85 Dearborn St., Chicago, Ill.

AGENTS WANTED.

REFERENCES:

For Proof of our responsibility any Chicago Bank or Commercial Agency.

Large Profits for Ladies or Gentlemen. No Experience Required. Ask your Druggist for Ramey's Mediator. Take no other.

Gen. Howard, says:

Times Building, Chicago, Feb. 3, 1894.
Ramey Mediator Co., 85 Dearborn St., City.

When members of our family have been benefited by a medicine or treatment, we are willing to state the fact for the benefit of others. The Ramey Mediator and treatment for Catarrh and kindred affections we have thus tried. It reaches directly the part affected, and the treatment has proved invariably beneficial.

Very truly yours, C. H. HOWARD.

Gov. Chase, says:

Executive Dep't, Indianapolis, Ind., Dec. 22, 1894.
I have used your Mediator with entire satisfaction for colds and catarrhal trouble. When used according to directions, its effect is immediate and a cure seems certain. I shall not travel without it.

Very Resp'y, IRA B. CHASE.

Breaking up Colds.

Beloit, Wis., Jan. 1, 1894.

I have used "Ramey's Mediator" for over a year and have found it particularly helpful in breaking up a cold at the start. A special advantage to me traveling more or less every week, is its convenience and simplicity, always ready and easily used in the cars or wherever one is. I always carry mine in

my pocket or hand bag. Several friends of mine have invested on my recommendation with great satisfaction.

Very truly,

HOMER W. CARTER,
Sec'y Wis. Home Miss'n'y Soc'y.

Office of the Northwestern Mail,
Madison, Wis., Nov. 27th, 1894.

Two years ago I procured "Ramey's Mediator" for my wife to use, especially for Hay Fever and Asthma. She has used it with great success. Also for breaking up colds. She would not be without it for any price. I have also used it for Catarrhal affliction with success. I consider it valuable.

H. A. MINER, Editor.

DEAFNESS CURED.

RICHMOND, ILL.
A few days ago I bought one of your Mediators for my wife who was very deaf from catarrh. The use of it has been miraculous. Her hearing is perfectly restored.

L. W. NICHOLS, Jeweler.

State Normal School.

WHITEWATER, Wis., Feb. 13, 1894.

The Mediator has proved very beneficial to me.

Yours resp'y, G. W. GERARD.

MAYOR'S OFFICE.

SILVERTON, COLO., Aug. 9, 1893.

I got one of your Mediators about a year ago, and it has helped me wonderfully. I have tried a great many, but yours is the most simple and does its work better than any I ever tried. In fact it is a blessing to the sufferer from Catarrh. I recommend this unsolicited by you.

Yours resp'y, CHAS. H. H. KRAMER, Mayor.

ALPENA, MICH., Dec. 12, 1893.

After two years of use, we find your Mediator of great value.

Yours truly, F. W. GILCHRIST, Mfr. of lumber.

Nervous and Sick Headache.

Mrs. J. W. Hale, of 284 Spring St., Aurora, Ill., says:—I can highly recommend your Catarrh Cure and Mediator for nervous and sick headache and throat trouble. I would not be without one for five times what it costs.

ASTHMA.

UNITED STATES INDIAN SERVICE,
ROSEBUD AGENCY, S. D., Aug. 27, 1892.

Some few weeks ago I ordered two of your Pocket Mediators. I desire to say that they have given most excellent satisfaction, relieving the paroxysms of Asthma in a very few minutes.

Enclosed please find postal note, for which send me two more of the Mediators and Medicine and oblige.

Yours truly, A. J. MORRIS, M.D., Ac'ry Phy'n.

Coughs, Colds, Etc.

EAU CLAIRE, WIS., March 18, 1893.

Before having used your Mediator I tried many cough remedies, but could find none that gave me relief. I have used your Mediator a few weeks and feel perfectly relieved. It is just what people need to cure coughs, colds, and catarrh.

HENRY SCHWANN, JR.

Catarrh and Neuralgia.

EAU CLAIRE, WIS., Feb. 25, 1893.

I have been afflicted with Catarrh and Neuralgia for the past sixteen years, and could find no doctor or patent medicine that ever did me any good. Five weeks ago I obtained one of Ramey's Mediators, and after one week's use the neuralgia pains left me, and have had no return of them since. It has relieved me greatly of catarrh also, and would not part with the Mediator at any price. I recommend it to the afflicted.

P. J. BORTLE, 410 Third St.